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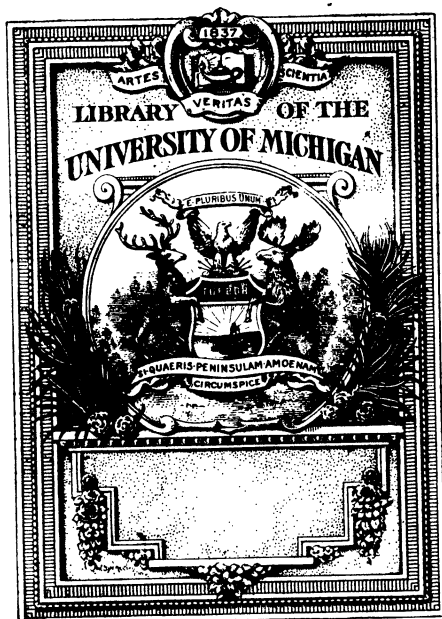
Price 10 Cents

HANDBOOK

of the New York Child
Welfare Exhibit



At the 71st Regiment Armory
From Jan. 18 To Feb. 12, 1911



THE GIFT OF
N. Y. Child Welfare Assoc.

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THE doctor and the scientist now devote themselves as much to the prevention as to the cure of sickness.

The death rate has decreased and people are learning to avoid such preventable diseases as tuberculosis and typhoid.

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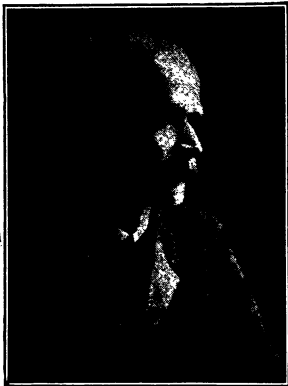
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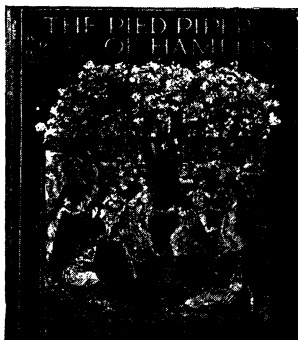
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HANDBOOK

OF THE NEW YORK CHILD
WELFARE EXHIBIT



IN THE 71st REGIMENT ARMORY
FROM JAN. 18 TO FEB. 12, 1911



Copyright, 1910, by Louis Potter

"EARTH BOUND"



HIS significant group by Mr. Louis Potter symbolises so completely the reasons for the New York Child Welfare Exhibit that it has been erected in heroic size at the entrance to the exhibits.

¶ The group shows a strong man and his wife bent under life's burdens. With one arm, the man is striving to help his wife bear her burden, which is joined with his own. To the left an aged man is shown bent under his burden, which is joined with the burdens of the others.

¶ Beneath the burdens and the central figure of the group is a little city child. As yet he is not touched by any visible burden, but his back is bent as if by heavy burdens. He, too, is a burden-bearer—he is bent by the burdens of heredity, environment, pre-natal influences, lack of play, insufficient food, poverty, sorrow, sin and all the economic and social influences which have affected his parents.

¶ The purpose of the Child Welfare Exhibit is to point the way to lift the burdens from childish shoulders—to straighten these bent little backs—to prevent bent little backs for the future.



STREET PLAY

Street Arrests for July 1909.



Ball 128 Arrests.



Cat 177 Arrests



Craps 23 Arrests

717 Children Arrested in This Month.
Which

Shall Children Cease Playing ?

Shall the Law be Modified ?

Shall we provide more play space ?

Over half the arrests were for playing games.



Begging Transfers 12 Arrests



Peddling 92 Arrests

TYPICAL SCREEN

(One of the Screens shown in the Exhibit)



The Child Welfare Exhibit

"I see the shining faces of little children from whose backs heavy burdens have been lifted."

—RICHARD WILSON GILDER

"If we are hoping to reform mankind, we must begin, not with adults whose habits and ideals are set, but with children who are still plastic. We must begin with children in the home, the school, the street and the playground."

CHARLES W. ELIOT

"The city that cares most for its children will be the greatest city."

CHARLES FERGUSON

"We look for a new earth—a condition of things right here, into which it will be safe for a child to be born; safe for his body, his mind, his soul."

"We look for a new earth, and we have set ourselves to fashion it. We see a holy city coming when we build it."

—HERBERT G. LORD

THE New York Child Welfare Committee presents for the judgment of the public the results of more than a year's painstaking research into all the conditions of city life which affect the city child for good or for evil.

More than three hundred of the leading social workers, thinkers and investigators, and persons deeply interested in the well-being of children, have freely volunteered their time and skill to make this exhibit complete and useful.

Scores of settlements, churches, institutions, associations, clubs and societies which are working in one or another field for the good of the child have co-operated fully and loyally with the committees to show in proper perspective the agencies already operative in our congested city.

To put the findings of these workers into graphic, interesting and instructive form, many generous citizens have contributed liberally. The result is before you for judgment—representing an investment of nearly \$70,000 and the freely given time and help of so many valuable agencies.

This Exhibition aims to give the boys and girls of the city a better chance—and so to give a better chance to the city itself. It is evident that child welfare means city welfare. Just as all the private property in the city is said to pass through the surrogate's office once in each thirty years, so the welfare of the city may be said to rest once for each generation in the hands of the children. "The city that cares most for its children will be the greatest city."

A fair chance for all children! A reasonable ideal, but one not yet attained. Life is now too perilous. Preventable diseases are too rife, housing too unhealthy, home life too barren, education too ineffective, work too deadening, play too dangerous under the abnormal conditions of city life.

We must safeguard each child from his birth—and before. We must give him a healthy, happy childhood with play and work in just proportion. We should see to it that when boys and girls go wrong, they are not hurt by any harshness of the law, but are treated kindly and set right.

The Exhibition has definite, practical aims. It is intended not merely to provide interesting spectacles, but also to furnish information of the kind that leads to action. Through the work of at least one committee, that on Laws and Administration, far-reaching results have already been attained. New York may look forward to a new Children's Court as a result of its activities.

In giving a comprehensive picture of child life in the City of New York, the Exhibition makes use of model houses, apartments, furnishings, clothing, dietaries, play, school life, streets, institutions, with photographs, charts, demonstrations, panoramas, moving pictures, pageants. There will also be daily conferences, addresses, concerts, folk dances, gymnastic exhibitions.

The work of the various committees gives a many-sided survey of what is after all one problem. As John Dewey has pointed out, "The indefinite improvement of humanity and the cause of the little child are inseparably bound together." It is no less a problem than this which we are considering, in many sections and from many points of view, but with one aim.

Standards of living and their vital relations to the other problems of child life are considered in the Homes Exhibit. The three-room flat furnished for one hundred dollars, the exhibit of children's clothing, bought, made and tested with great thoroughness and covering all the years from infancy to sixteen, show definitely what can and what cannot be done for a fixed sum of money. The Housing screens show different types of dwellings, city and suburban, with cost of each. In this display practical suggestions in wiser spending for the home-maker are combined with facts of vital interest to the social worker.

Street-play absorbs such a large proportion of the city child's life that its influence ranks almost next to that of the home. The effects of street-play and the need of wholesome recreation are shown by pictures and statistics. Ways of providing more play space in crowded districts are pointed out—roofs, elevated playgrounds, and special streets.

Handbook of Child Welfare Exhibit

If a proper standard of living includes recreation, the low wage standard prevailing in multitudes of New York tenement homes compels Child Labor. In the Work and Wages section the facts concerning child labor in factory and street trades are pointed out, but special emphasis is given to "home manufacture" in the tenements, with its evil effects on health, school attendance and normal child development. If the demand made by this committee could be carried out, many problems raised by the School and Health Exhibits would be at least partially solved.

Children robbed of their vitality by low standards of living, lack of play, and largely preventable defects form the subject of the Health section. Six notable charts on the new science of Eugenics point out definite dangers to be guarded against in the earliest beginnings of the child's life. Pictures and statistics on infant mortality, medical inspection of schools, prevention of disease show most conclusively the need of wide-spread knowledge and thorough education in order to prevent needless waste of life.

When children receive their birthright of wholesome physical life, the problem of the Schools will be greatly simplified. "The way to a child's mind is through his stomach." Home manufacture, poor nourishment, ill health mean absence from school, retardation, overcrowded lower grades, part time. The demand for more teachers and for the extending to all school children of the advantages in shop-work, gymnastics, and special training enjoyed by some, is thus directly connected with the other conditions affecting child life in the home, the street and the shop.

The Committee on Philanthropy also has very definite suggestions to make. Increase in effective relief for the homes, and the cottage system for institutions are their two most prominent demands. In close relation come the suggestions of the Committee on Laws, calling for a thorough probation system and individual attention to each child. Serious lacks in the New York Children's Court are shown by a detailed comparison with other cities.

Thus the findings of each committee supplement each other. Health, Philanthropy, Education, Delinquency, Child Labor, are sides of one problem, and improved conditions in any one aspect of child-life demand improved conditions in every other. By organized attention to all the branches let us try to arrange matters so that no child in New York shall miss his rightful chance to grow up through happy, well-balanced childhood into the useful, interesting work of adult life. We must see, not only in one part of New York, but in all—in home, street, playground and school—"the smiling faces of little children from whose backs heavy burdens have been lifted."

Handbook of Child Welfare Exhibit

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Handbook of Child Welfare Exhibit

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The names of the members of the several research committees will be found in subsequent pages in connection with the descriptive outline of the exhibits of the several sections.

Under the general direction of the Committees, Mr. Roy Smith Wallace has participated in the work as Research Director.

THE "EXPLAINERS"

The Exhibit is to be explained by a force of more than one thousand well-informed volunteer "Explainers," serving in twenty-four hundred shifts of four hours each, and covering each section of the Exhibit every hour of the twenty-four days during which it is open.

The Child Welfare Exhibit is thus a veritable educational institution, with curriculum, text-books, charts and models, a corps of teachers, and a body of students.

The public and private philanthropy will be in charge of various charitable institutions and of workers from the School of Philanthropy.

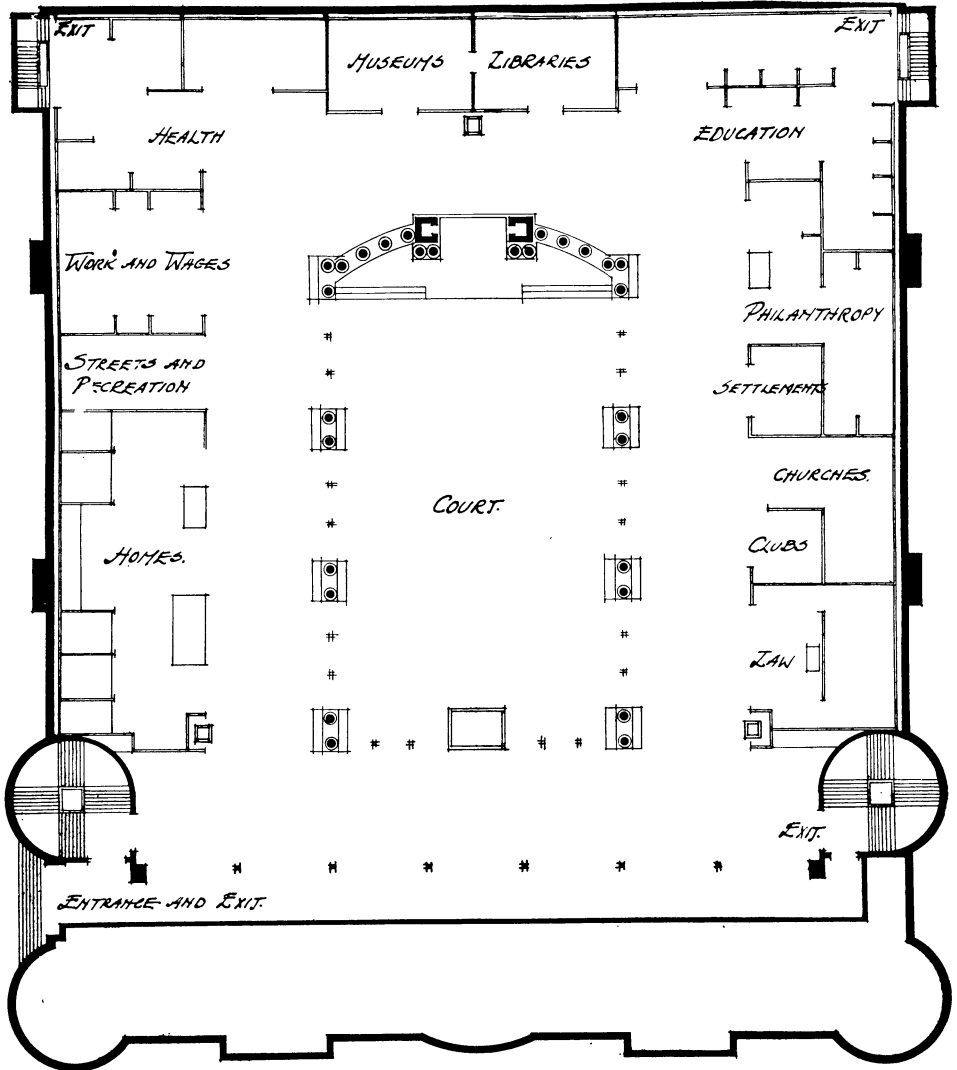
The Libraries Exhibit will have trained librarians always in charge of the Exhibit. Various social settlements will send representatives for different days to take charge of the exhibit.

For the Committee of Homes, Teachers College, Pratt Institute, Clara de Hirsch Training School for Girls, the Washington Irving High School, the Manhattan Trade School for Girls, the Federative Women's Club, Federations for Child Study Clubs, etc., will supply representatives.

For the Churches, Temples and Sunday Schools, Jews, Protestants and Roman Catholics will show the value of their Exhibit. Union Theological Seminary, General Theological Seminary, Jewish Theological Seminary will supply demonstrators.

The Young Men's Christian Associations, The Hebrew Associations and the Boy Scouts are to send, under leaders, a certain number of boys each day to act as errand boys, guides, and ushers.

DIAGRAM OF EXHIBITS



These exhibits are explained in detail in the following pages in the order in which they appear to a visitor entering the Armory and walking to the left.

EXHIBIT OF THE COMMITTEE ON HOMES

The Committee: Mrs. William J. Schiefflin, chairman; Dr. Frederick H. Sykes, executive officer, Director of Technical Education, Teachers' College; Benjamin R. Andrews, Louise A. Brigham, Grace H. Dodge, George B. Ford, Dr. E. L. R. Gould, Mrs. Walter L. Hervey, Miss Patty S. Hill, Mrs. John H. Huddleston, Dr. G. G. Kerley, Miss Helen Kinne, Miss Mabel H. Kittredge, Mrs. Mary Schenck Woolman, Henry C. Sherman, Miss May B. Van Arsdale and Lamont A. Warner.

Under the general direction of the Committee Miss Mary L. Reed has participated in the work as secretary and investigator.

The Homes Committee Exhibit of the Committee on Homes, prepared by the School of Household Arts, Teachers' College, with the co-operation of many persons outside the School, is concerned with those aspects of child welfare which are determined by home life. Its main divisions are: food, clothing, shelter, housing, furnishing, the life of the home, including play and children's activities, and the care of the infant at home. In all of these fields, sub-committees have undertaken investigations to ascertain conditions and have attempted to present in the exhibits those conditions which are subject to improvement. In addition to the various exhibits which have been prepared, to set forth conditions and urge remedial action, certain matters have been presented also in pamphlets which are available for distribution. The lessons of the exhibit are to be presented also through public meetings accompanying the exhibit. Brief statements follow as to the general features of the exhibits prepared by different sub-committees, and detailed descriptions are given in subsequent pages.

In addition to the exhibits by the other Committees, the following Sub-committee on Agencies of Education has also contributed a number of screens to the home section.

The Sub-Committee on Agencies of Education: Professor Helen Kinne, chairman; Miss Jane Denton, Mrs. John H. Huddleston, Mrs. Anna L. Jessup, Miss Isabel Ely Lord, Mrs. Mary E. Williams and Miss Mabel Hyde Kittredge.

The exhibits on Health in the Home, Eugenics and Infant Life appear partly in the Home section and partly in the section on Health.

The Sub-Committee on Health in the Home and Eugenics: Dr. Thomas D. Wood, chairman; Professor Maurice A. Bigelow, Dr. Josephine Baker, Dr. E. Mather Sill, Dr. Rowland G. Freeman and Dr. Prince A. Morrow.

The Sub-Committee on Infant Life: Dr. Charles G. Kerley, chairman; Dr. Godfrey R. Pisk and Dr. John Cronin.

FOODS AND FEEDING

The Sub-Committee: Professor Henry C. Sherman, chairman; Miss Florence R. Corbett, Miss Winifred Gibbs, Mrs. M. I. Manchester, Mr. Wilbur Phillips, Dr. Mary D. Swartz, Miss May B. Van Arsdale and Dr. Ira S. Wile.

The section having to do with foods and feeding aims primarily to show how to avoid the mistakes most commonly made in the feeding of children and provide a proper diet economically under the conditions existing in the city home. Aspects of the feeding problem not directly under the control of the home are treated in the Health and School Exhibits. The prevalence of mal-

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nutrition among city children of school age is illustrated and its chief causes defined as: Lack of training of home-makers; tea and coffee drinking among children; too much candy and soda water; defective teeth and other physical defects; poverty, alcoholism, and employment of mothers outside of the home.

Such good and bad practices in the feeding of children as are reasonably believed to have an appreciable influence upon their physical, mental and moral development are given in detail. The supreme importance of milk in the diet of children and its pecuniary economy as compared with other perishable foods of animal origin are made clear by carefully prepared tables.

The fact that milk builds bone and muscle better than any other food is established. The pecuniary economy of this food is illustrated by the fact that a quart of milk is equal in food value to eight eggs, or nine ounces of ham, or a pound of lean steak, or three pounds of bluefish or fresh cod (as purchased). This discussion of the food value of various substances is continued in the comparisons of different foods as fuel for running machinery of the body, shown in amount of each required to furnish 100 calories, and a "standard portion."

What ten cents, when spent for some different articles of food at prevailing prices, actually secures in food value (in calories a food unit) is shown in another exhibit. For example, milk gives about six to ten times as much food value for the money as oysters. Such staple vegetable foods as potatoes, bread, and oatmeal are still more economical when considered from this point of view.

The value of the calorie as a food unit is illustrated by the estimate that a child two to five years old requires enough food to furnish 1,200 to 1,500 calories per day; from six to ten years old, 1,400 to 1,900; and from ten to fourteen years old, 1,800 to 2,400 calories per day. The table display shows meals for a day for each of three children, two to four, four to eight, eight to twelve years old, planned to furnish in each case an adequate and well-balanced dietary with suggestions for alternative dishes to give variety. The cost of these dietaries, fourteen to twenty cents per child per day, is shown in detail and is within the means of a family consisting of two adults and three children having a yearly income of \$800.00 and spending \$1.00 a day (about 45% of the income) for food. Each of these children's dietaries contains a quart of milk.

For the child who will not drink milk a fourth dietary of about the same cost is shown which also contains a quart of milk, but used in this case in the preparation of the other food, so that the child gets the quart of milk in its daily food without having to drink any milk as such. This part of the exhibit is supplemented by a leaflet on the feeding of children.

CLOTHING AND ECONOMICS OF CLOTHING

The Sub-Committee: Professor Mary Schenck Woolman, chairman; Mrs. Anna L. Jessup, Miss Susanne Haskell, Miss Anna M. Cooley, Miss Mary E. Dolphin, Miss Christine Thompson, Miss Muriel Willard, Miss Jeanette Bullis, Miss Jane Fales, Miss Kate S. Anthony, Miss Mary D. Gardner, Miss Elizabeth Sage, Miss Cleo Murtland, Miss Anita M. Earl, Miss Mary Porter Beegle, Miss Ruth Wilmot, Miss Ellen Beers, Miss Grace Denny, Miss Lydia R. Balderston, Miss Florence E. Winchell and Miss Maud March.

The clothing is a most important part of the expenses of the family. The majority of women have little knowledge of textile materials and their true values, consequently an economic use of the family income for clothing is seldom found.

The Clothing Committee of the Homes Committee has studied the situation from the following standpoints: (1) the *economic*, or the correct use of income for clothing, the percentage of expenditure allowable and its subdivision into necessary articles at the best possible price and value; (2) the *textile*, or consideration of the use, cost, relative strength and value of materials, kinds of defects or adulterations apt to occur, and tests by laundering, sunlight and heat as an aid in selection; (3) the *hygienic*, to decide questions of weight and pressure of garments, the effect of badly-shaped shoes, tight corsets and garters, the effect of substituting cotton for wool which has become necessary through the high price of wool which makes it prohibitive for the poor; and (4) that of *good taste*, or such harmony of color and simplicity and dignity of form which is possible when expenditure for clothing must be limited.

The basis of the clothing exhibit is:

I. The amount of money which can be used for clothing when the income is \$900 per year (an ordinary amount in New York) is $\frac{1}{8}$ of the whole or about \$112. Out of this all winter and summer outer and under clothing, hats, shoes, stockings, gloves, handkerchiefs and ties for all the members of the family must be bought.

II. As three children are found in many families, this will make the division for them about \$60.

III. The exhibit concerns itself with the clothing of the three children and shows complete outfits of home-made and ready-made garments for six different ages of children. The number of garments of any one kind is controlled by the amount available to spend, rather than by the ideal number to possess.

The Manufacturing section of the Clothing Committee received instruction from the Economic Section as to the amount they could spend on any garment. The Textile Section supplies samples of materials which would be satisfactory in wearing quality for the cost. Designs for garments were submitted to the section responsible for good taste, and the Hygienic Section supervised all plans. The exhibit includes home-made and ready-made clothing.

The home-made clothing included in the exhibits was made at the following schools:

Clothing for Infants (ages 1-2 years): New York City Public Schools.

Clothing for Children of Kindergarten Age (4-6 years): Hebrew Technical School for Girls, Clara de Hirsch Home, and Ethical Culture School.

Clothing for Children of Primary Grade Age (6-8 years): Speyer School of Teachers College, Manhattan Trade School for Girls, and New York Training School for Teachers, Manhattan.

Clothing for Children of Intermediate Grade Age (8-12 years): Washington Irving High School for Girls.

Clothing for High School Girls, Partly Wage Earners (16 years): Department of Textiles and Clothing of Teachers College and Manhattan Trade School for Girls.

Summer Hats: Horace Mann School of Teachers College.

Winter Hats: Department of Domestic Arts of Pratt Institute.

The parallel Exhibit of Ready-Made Clothing was organized by the Buying Group of the Committee upon a basis as nearly as possible of equivalent costs, selection being made after careful study in many stores and street markets. This exhibit is designed to supply a contrast between the two methods of obtaining clothing.

The Exhibit aims to show:

(a) That clothing five people adequately on about \$112 a year is a difficult and in the end an unsatisfactory task.

(b) That \$112 a year is not sufficient to enable even the unusually capable working mother to combine economy, good taste and health when five people must be clothed on it.

(c) That the next generation of women would be better prepared for the problem which is always with us if all schools, elementary especially, taught the proper division and control of family expenditures and as a part of the sewing course, gave a practical knowledge of materials, their widths, values, and prices, offered tests of their wearing qualities, and taught each girl how to care for her own clothing in order to obtain the best service from it. Schools which have begun this work are finding it worth while.

HOUSING OF THE CHILD

The Sub-Committee: Dr. E. R. L. Gould, chairman; Commissioner John Murphy, Miss Kate Claghorn, Benjamin C. Marsh and Dr. Henry L. Shively; George B. Ford, secretary.

The child is greatly affected by its environment. The rooms and building in which he lives are a most important part of this environment. Parents are, to a large degree, able to choose their dwelling places. It is often possible for the same expenditure for the parents to better vastly the living conditions under which the child develops. The average workingman, however, does not understand exactly what constitutes "good housing." Furthermore, when he does understand, he does not know how or where to find it.

Again, the builder of dwellings for working men, the philanthropist, and the social worker often are at a loss to know what features of the dwelling are most conducive to the welfare of the child. They often do not understand the relative importance of these features, nor do they understand how to acquire them without making the building a pure philanthropy. (It is generally conceded that all workingmen's dwelling buildings should pay a reasonable net return on money invested). The Housing Exhibit seeks to show how these problems are solved and may be solved.

The welfare of the child demands plenty of sunlight, plenty of good air, and a place to play in contact with good Mother Earth, amid growing things. A series of photographs shows how manifestly impossible of attainment most of these things are in the crowded tenement districts of Manhattan.

It is evident then that the only solution is in the single house set in its own garden which can be provided only in the outlying districts where land is cheap. This means that in order to get people out to these regions we must provide an adequate system of transit. To get them started we must inaugurate a campaign of education. To provide them after they have arrived there with a means of livelihood, we must work out an adequate system of transportation for freight so that factories may be induced to move out to the outlying regions. To keep the workers out there, we must provide for various features in the way of marketing, social life and amusement, which will compensate for what they have given up in leaving tenement districts.

The most satisfactory method of housing working men under the conditions described is represented by the English "Copartnership Garden Suburbs and Cities." This movement is illustrated and explained in detail.

Suburban housing is further illustrated by many photographs of American communities. Future possibilities are shown in the concrete houses of Thomas A. Edison and of Milton Dana Morrill.

Many workers however are forced to remain in five and six story tenements. The environment of the child in these tenements therefore should be bettered. Features helping to this end, such as large windows, courts of generous size, open stairs, arrangements promoting privacy, comfort and convenience of living within the apartments, roof playgrounds, kindergartens, and recreation rooms, as well as charm of design and good construction are illustrated by photographs of tenements existing in New York and foreign cities. Possibilities in the way of improved sanitation, better domestic economy, and of obtaining for every room at least one hour of sunlight per day throughout the year, are shown by sketches and drawings.

The exhibit makes clear that recently there has grown up an active interest in scientifically designed housing for workingmen. This is the most useful meeting ground for business and true philanthropy. The outlook for the future is most promising.

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"English Garden Suburbs," in No. 142 of Vol. I for 1910 of the "Town Planning Review." Published at half a crown each by the School of Civic Design, Liverpool, England.

Many articles on housing and allied subjects, published in the *Survey*, New York.

Article in the *American City*, published monthly at 92 Nassau Street, New York.

Occasional articles in the *American Magazine*, *Everybody's*, *World's Work*, etc, by Charles Edward Russell, Lincoln Steffens, Frederick C. Howe, and others.

A series of five articles in the *Brickbuilder*, during 1909, by George B. Ford, published at 85 Water Street, Boston, Mass.

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A Guide to reading in Social Ethics and allied subjects—Harvard University.

Further references will be given upon application to The Department of Social Ethics, at Harvard University, Cambridge, Mass., or to George B. Ford, at 347 Fifth Avenue, New York City.

CATALOGUE OF THE EXHIBIT ON HOUSING OF CHILDREN

SCREEN

- I. Bird's Eye View of Manhattan Tenements, showing present concentration of habitation.
- II. Views of New York Tenement Districts, showing evil effects of congestion.
- III. Views of the City and Suburban Homes Co.
- IV. The Phipps, the Vanderbilt, and the Ernest Flagg tenements, and the
- V. Rothschild tenements, by A. A. Rey, of Paris, and of North and South tenements where every room has at least one hour of sunlight every day.
These show possible ameliorations in tenement design.
- VI. Views showing Thos. A. Edison's and Milton Dana Morrill's concrete country houses and their possibilities as a solution of the housing problem.
- VII. Views of American and Suburban country housing.
- VIII. Examples from the suburbs of New York and from the manufacturing communities of the Plymouth Cordage Company at North Plymouth, Mass., and of the Draper Company, at Hopedale, Mass., etc.
- IX. Views of English and German Garden Cities and Suburbs.
- X. Letchworth, Bowenville, Port Sunlight, Hampstead, Harbonne, England, and Halleran and Essen, Germany.

FURNISHING OF THE HOME

The Sub-Committee: Professor Lamont A. Warner, chairman; Miss Adelaide Nutting, Miss Anna H. Barnum and Professor Arthur W. Dow.

The exhibit, planned by the Sub-committee on Furnishing, is intended to show examples of house furnishings, which meet the ideals of beauty and use alike, and which make some provision for the child's needs. To this end, a

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three-room apartment and several individual rooms have been completely furnished as an example of what can be accomplished on small means. The conclusions reached have been reinforced by posters and displays on screens. The Committee has been guided in its selection by the thought that proper house furnishings is a matter of good taste even more than it is of money. The beauty of house furnishing is determined by considerations of line, form and color arrangement, and the results do not depend upon extravagant expenditure. The home may be made a place which is restful for tired nerves, or it may become the opposite through lines, form and color which are out of harmony and which add consciously or unconsciously to the weariness of life.

The hope of the City is that children, through their instruction in the school, and their surroundings in the home, may come to know what is good and, especially, that young and old alike may be able to enjoy good furnishings of the household which make up one's material surroundings for so large a part of life.

Children from the centers of the Association of Practical Housekeeping Centers will give demonstrations in housekeeping in the furnished apartment in the Exhibit at stated times.

The most prominent feature of the exhibit is a three-room apartment, furnished completely at a cost of \$100. The furnishings are such as can be purchased in the open market and brought together without change or alteration and give the effect here produced. Whatever of unusual value the apartment may show depends upon the unusual combination of very usual materials. The exhibit includes a kitchen, living room and bed room. In this apartment is shown "The Child's Corner," illustrating what may be done in the way of particular furnishings for the child within the limits of an apartment which does not provide a separate child's room.

A second feature of the furnishings exhibit, is a furnished living room, representing a typical room in a four-room apartment, furnished on a scale of \$200 for the whole apartment and \$63 for the living room. The principles of its furnishing are the same as for the apartment, save that the level of expense is higher.

A third feature is a Child's Play Room, furnished with box furniture, home made. This exhibit, illustrating the use of waste or inexpensive material in furnishing, was carried out by Miss Louise Brigham.

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HOME LIFE

The Sub-Committee: Mrs. Walter L. Hervey, chairman; Mrs. Anna Garlin Spencer, Miss Patty S. Hill, Miss Caroline L. Pratt, Miss Louise Brigham, Mrs. John Finley, Mrs. Horace E. Deming, Miss Julia A. Rogers, Miss Ellen Eddy Shaw, Mrs. Lorinda L. Bryant, Charles W. Stoughton, Mrs. Thomas M. Balliet, Miss Emma L. Johnston, Miss Madeleine D. Barnum, Mrs. Felix Adler, Mrs. Mortimer M. Menken, Miss Harriet M. Johnson and Miss Amy M. Hix.

The aim of the Home Life Exhibit is to show that even in the cramped and humble flats and tenements of crowded New York, there may be real homes.

First of all, we have tried to show how homes may be made pleasant to look at and to be in; how, for example, the outside appearance of the most gloomy tenement may be brightened by window boxes; and how the family may have the delight of seeing attractive but cheap plants indoors. Visitors may observe in the model homes, window boxes of simple and inexpensive construction, and every one interested will be supplied with printed slips describing the care of a window box and giving lists of plants for sunny windows and plants that thrive best in shady ones. Information will be furnished as to where seeds may be obtained either for a penny a package or for nothing. Pictures of roof gardens and children's gardens and books on children's gardens and on nature study for children will be exhibited. At a meeting on January 26, specialists will speak on how to bring nature to city homes.

The importance of good pictures will be emphasized by the pictures displayed on the walls of our model rooms. These pictures have been bought at a very low price—many of them cut from second hand magazines—and have been simply framed, in order to show that good taste is not dependent on money.

Music in the home, as Dr. Damrosch says, is "one of the strongest influences in the development of a beautiful home life." Musical instruments, therefore, form a part of the home life exhibit. It is suggested that, where a piano is not possible, a cheap violin may be made to produce good results and that even where there are no musical instruments, singing may furnish an uplifting means of self-expression. Lists of good musical collections for the piano and of good song books will be found in the Exhibit.

Careful attention has been given to the subject of literature in the home,—as newspapers, magazines and books play such an important part in fixing ideals and forming character. In the bookcases shown in the model rooms, a few recommended home-books are shown,—books on the care and training of children, picture books, books of games, and standard children's books, leaflets and bulletins.

Because play is the first need of children, the living room will give prominence to a child's corner, with a home-made doll's house and other things for the child's use. The child's room will contain a home-made work-bench and certain recommended toys, some of which are of the "do-with" type. Near the model rooms, will be a toy shop in which the right kind of toys will be exhibited. By the toy shop door a work-bench will be located and here experts will give demonstrations of the proper use of toys and, on different days, will actually make many of the toys shown inside the shop.

To awaken in the people of New York new enthusiasm for wholesome home

Exhibit of the Committee on Homes

life, and to set before them higher ideals of marriage and home-making,—that is the central aim of the home life exhibit.

The Conferences will bring out in high relief the thought that a nation cannot have good citizens, unless parents are trained for parenthood and unless children are deeply indoctrinated with the idea that a well-ordered, happy home is the central source of the best things in life.

THE PLAY SHOP

By presenting the toy exhibit in the form of a play shop, the Sub-Committee has been able to emphasize the facts; (a) that play is a great educational factor; (b) that toys and materials are second only to play itself; and (c) that initiative in play may well be cultivated through allowing children to choose the toys and games necessary for their play schemes, provided they be protected from the diversions of the usual toy shop, which is established primarily to sell toys of all kinds.

In selecting the toys, the Committee applied the following tests to each toy or group of toys.

1.—Playability—the quality of toy which allows the child to do something with it in contradistinction to many mechanical and other toys which appeal to grown-up people, although they catch the attention of the child but for the moment.

2.—Artistic quality, strength and durability—an important feature, as it is possible to make a toy durable and still artistic.

3. Suggestiveness for toy making at home.

In selecting the games the chief qualities kept in mind have been interest, instructiveness and activity.

In the illustrated game and toy material, the Committee recognizes that the best kind of toy frequently begins with the simple construction of toys. The Committee feels that an effort should be made to create a demand for better things; to meet the demand for instruction in the use of play materials, and to promote a better understanding of the play instinct.

The exhibit will be in charge of a demonstrator who will show the real place of toys and play materials, and emphasize particularly the use of home materials such as boxes, spools, pasteboard, etc.

The demonstrator will also point out that toys should not be given to a child until the need for them is felt, and that grown-up people too often divert children from play by the introduction of irrelevant toys. The demonstrator will make clear the significance of games of skill and the value of roller skates, etc., and will answer questions about play activities of individual children.

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THE RELIGIOUS TRAINING OF CHILDREN

BOOKS RECOMMENDED AS HELPFUL TO PROTESTANT PARENTS.

The Bible for Children. The Century Co.
 Children's Series of the Modern Reader's Bible. Richard G. Moulton. Macmillan.
 Jesus, the Carpenter of Nazareth. Robert Bird. Scribner.
 Christian Nurture. Horace Bushnell. Scribner.
 Unconscious Tuition. Huntington. Kellog.
 The Point of Contact in Teaching. Patterson DuBois. Dodd, Mead & Co.
 Stories from the Bible. A. J. Church. Macmillan.
 Education in Religion and Morals. George Albert Coe. Revell.
 The Historical Geography of the Holy Land. George Adam Smith. Armstrong.

BOOKS RECOMMENDED AS HELPFUL TO ROMAN CATHOLIC PARENTS.

The Religious Training of Children. Cardinal Vaughn.

The Child of God and Other Books, by Mother Mary Loyola.
 Catholic Teaching for Children. Winifred Wray. Benziger Bros.
 Catholic Practise at Church and at Home. Alexander L. Klauder.
 Story of the Divine Child. Very Reverend Dean Lings.
 Little Lives of the Saints for Children. T. H. Berthold.

BOOKS RECOMMENDED AS HELPFUL TO JEWISH PARENTS.

Bible for Home Reading. Claude C. Montefiore. Macmillan.
 A Thousand Years of Jewish History. M. H. Harris. Bloch Publishing Co.
 People of the Book. Bloch Publishing Co.
 Child's First Bible. F. de S. Mendes.
 Outlines of Jewish History. Lady Magnus. Jewish Publication Society.
 The Talmud. E. Deutsch. Jewish Publication Society.
 Judaism in Creed and Life. Morris Jessup.

BOOKS PERTAINING TO THE HOME—FOR STUDENTS.

Parenthood and Race Culture. C. W. Saleeby. Cassell.
Heredity. C. W. Saleeby. Cassell.
Heredity. J. Arthur Thomson.
Sex and Society. W. I. Thomas. University of Chicago Press.
Matrimonial Institutions. G. E. Howard. University of Chicago Press.
The Family. Helen Bosanquet. Macmillan.
The Family. Elsie Clews Parsons.
Marriage and Divorce. Felix Adler. McClure, Phillips & Co.
Marriage and Divorce in the United States.

Carroll D. Wright. Department of Labor, Washington, D.C.
Woman's Share in Primitive Culture. O. T. Mason. Appleton.
Man and Woman. Ellis. Scribner.
The Home. Charlotte Perkins Gilman. Small, Maynard & Co.
Woman and Economics. Charlotte Perkins Gilman. Small, Maynard & Co.
Economic Function of Woman. Edward T. Devine. American Academy of Political Science, Philadelphia, Pa.
Woman in Industry. Edith Abbott. Appleton.
The Education of Woman. Marion Talbot. University of Chicago Press.

CARE OF THE INFANT IN THE HOME

The Committee: Dr. Charles C. Kerley, chairman; Dr. Godfrey R. Pisk and Dr. John Cronin.

On the parents of every baby is imposed supervision of its safety, growth, development and happiness. Certain features are of particular importance in the right care of the baby.

Nursing. This is Nature's own way of nourishing the babe; and the mother ought, if capable, to be prepared, instructed and encouraged to nurse her off-spring. She should lead a quiet and temperate life, free from over-fatigue or stimulation, with careful attention to all the body functions.

Bottle Feeding. Infants that must be artificially fed should have the purest, freshest and cleanest milk obtainable; which is to be modified according to formula and fed under professional advice. Care of milk and of utensils are also matters of instruction. In the second year, milk still forms the basis of all feeding, with the addition of a few suitable foods. "Patent" foods are to be avoided. If they form the bulk of infant's diet, the tendency is to produce fat and flabby babies—"rotund but not robust."

Coffee and tea; beer and liquors; pickles and candy—all are prohibited.

Sleep. Twenty-two hours out of twenty-four for sleep is the rule for the first month; with abundant rest and freedom from excitement all through infancy. A wakeful and peevish child is a sick child.

Fresh Air. The baby's room should be the best ventilated in the house, and kept free from dust, smoke, fumes and gases. Baby's outings should be ample, with avoidance of sudden changes and glaring sunshine.

Bathing. Once or twice a day a moderately warm bath should be provided for the baby, with gentle and careful cleansing of all parts—eyes, ears and everywhere. Keep the baby clean and sweet, and "changed" as often as need arises.

Clothing. Soft, easy fitting and sufficient (but not burdensome) garments for the baby should be arranged. Tight bands are undesirable; but a smooth knit undershirt may be needed in cold weather or for delicate infants.

Defects and Deformities. Injurious habits and unusual actions should be brought to the attention of the physician.

Contagious and Infectious Diseases. From all "catching" diseases keep the baby away. The baby suffering from measles, scarlet fever, whooping

cough and the like should be quarantined and carefully nursed. Careful oversight is needed during convalescence to avoid serious results, that often follow the "children's diseases."

Flies should be excluded from the home, for they are bearers of disease germs. Many cases of summer diarrhœa and fatal dysentery are due to infections brought by these disease carriers.

Vaccination should be performed on the baby when a few months old; and this protects for a period of years.

Patent Medicines. Advertised remedies, soothing syrup, "pacifiers" and the like should be avoided.

Medical Care. Whenever ailing the baby should be placed under the care of a physician.

Love and Affection. Be sparing of kisses. But gently cuddle the baby. Do not starve the baby's heart.

CATALOGUE OF EXHIBIT COMMITTEE ON HOMES

"The Well Fed, Happy Child."

Right feeding makes children strong and happy. The ill fed child is unhappy.

Milk.

The best single food children; the staff of life for babies; the mainstay of little children. Buy good milk—keep it cool and clean.

Bacteria.

Disease germs love dust, dirt, darkness, dampness. Sunlight, fresh air, cleanliness kill germs.

Tea and Coffee Dangerous.

"Swat the Fly."

Your enemy and a dirty little animal. Thousands of babies are killed by the diarrhœa spread by the fly.

Practical Housekeeping Centers.

Purpose:—To train people in housekeeping—scientific training for the housewife.

Practical Housekeeping Centers.

Showing valuable practical branches taught by active demonstration.

Save Your Hard-earned Money.

Buy in quantities and by weight; cook at home.

Outfit for Infant One to Two Years.

Outfit for Child Four to Six Years.

Outfit for Girl Six to Eight Years.

Outfit for Girl Eight to Twelve Years.

Outfit for Girl Fourteen to Sixteen Years.

Outfit for Boy of Ten Years.

"Textiles."

Proper methods of selecting and buying fabrics.

Textiles.

Illustrating points to be considered in clothing families economically and well.

Packing Boxes Made into Furniture.

Cheap, simple, useful.

House Furnishing.

Points to be considered in furnishing a home from the part of.

House Furnishing.

Diagrams and pictures showing effective and poor furnishings for different rooms.

MODEL APARTMENT

The model apartment shows three rooms furnished at the following costs:

Living Room.....	\$24.87
Bedroom.....	44.30
Kitchen	43.50

A total of\$112.71

A second living-room is shown which represents what would be one room in a four-

room apartment which could be furnished for a total of \$184.42. The furniture for this living room cost \$44.02. This last figure does not include the piano or the musical instruments, pictures, books and toys, which would represent the saving work of several years. In this exhibit many of the toys, the doll's house, work baskets, rugs were made at home by the children or members of the family.

THE CHILD'S ROOM

This has been furnished with furniture made out of goods boxes and is arranged under the direction of Miss Louise Brigham. The furniture was made not by a carpenter, but by a German sailor, assisted by a house painter, neither of whom knew a great deal

about tools. The cost for the boxes was \$10.47 and the hardware, paint, etc., cost \$11.44 more, making a total cost for furniture. \$21.91. The decorations shown in the room cost a total of \$21.14, making a total cost of \$43.05 for the Child's Room.



"PLEASE, FATHER KNICKERBOCKER, THE CHILDREN WANT *MORE*."

STREETS, RECREATIONS AND AMUSEMENTS

The Committee on Recreation and Amusements: Professor Edwin R. A. Seligman, chairman; Mrs. Lillian W. Betts, Howard Bradstreet, Howard S. Braucher, John Collier, Dr. C. Ward Crampton, Mrs. Charles Darnton, George S. Frank, Lee F. Hanmer, Hutchins Hapgood, Mrs. Charles H. Israels, Mrs. George McAneny, Henry R. Mussey, Mrs. Josephine Redding, Franklin H. Sargent, Leslie Willis Sprague, James E. Sullivan and Dr. J. P. Warbasse.

The Committee on Streets: Jacob A. Riis, chairman; Edward S. Cornell, Katharine S. Day, Henry Moskowitz, Mrs. Isaac L. Rice, William McAdoo, Mrs. James Speyer and Evert Jansen Wendell.

Under the general direction of the Committee: Mr. Michael M. Davis, Jr., Mr. Charles J. Storey and Mrs. Belle Lindner Israels have participated in the work as secretaries and investigators.

Because of the close connection between the Streets Committee and the Committee on Recreation and Amusements, the exhibits of the two committees have been combined. The Committee on Streets considered the child outside the home—on the street yet not in the park or playground, while the Committee on Recreation and Amusement paid attention to the general forces indicated by that phrase. The street conditions—sanitary, physical and moral—are shown by photographs and models. A careful study of three representative sections of the city was made and the activities of children were tabulated, the result showing an astonishing lack of organized play among the children. The environment of the child also was studied, and maps of certain sections were plotted, showing the commercial and philanthropic enterprises that exert an influence on children.

Prominence is given to plans for a greater utilization of public and private roofs, of recreation piers, and of playgrounds. A plan is shown for increasing the safety of some streets, in which children *must* play, by shutting out the vehicle traffic at certain times of the day. Especial attention is called to the plan for a six story playhouse with floor space open to the air. The evils of dancing academies and dance halls with the remedies therefore are displayed.

The moving picture situation together with some interesting data on low-priced theaters is illustrated by stereopticon pictures in the small model of a typical moving-picture show. By means of this device a knowledge may be obtained of what children see in New York moving-picture shows, what influence these shows exert, and how certain of their evils may be remedied by the enforcement of present and prospective municipal regulations.

The remedies presented for solving the various problems of children's recreation in New York City are not novel; but the more familiar remedies are strongly emphasized. Great stress is laid on planning now for the future, so that while existing evils may be remedied to-day, the foundations may at the same time be laid for municipal enterprises which will in future years relieve the city of the burden of some of the problems of children's recreation and children's health that are at present so urgent.

CATALOGUE OF EXHIBIT

Street Play.

"These are our grassy places."

Common Street Activities of Children.

Lower East Side Contrasted with Upper West Side—a study of 2,370 children on the streets.

Seven Hundred and Seventeen Children Arrested in One Month.

Shall children stop playing? Shall the law be modified? Shall we provide more playing space?

Sixty-seven Children Killed—196 Seriously Injured.

Record of street accidents for ten months.

Typical Recreation Piers.

Nine piers afford recreation to the people of this city—kindergartens, dancing, lectures and concerts are closed thirty-four weeks each year, whereas commercial recreation enterprises are open all the year.

Record of street accidents for ten months.

The Cost of a "Glorious Fourth."

Under old plan:—Seven children killed, 559 injured. In 1910, reduced to four children killed and ninety-seven injured. "Support a 'Saner Fourth' and save the children."

Gangs and Clubs.

Evolution of the gang and its results.

The Moving Picture Shows.

Three hundred and fifty thousand children a week attend. The problem is to provide the best shows possible. Influence and attendance of moving pictures, vaudeville and low-priced theaters and high-priced theaters.

False Advertising of Moving Pictures.

Dancing Academies.

Present remedies for present evils—future remedies. Separate liquor traffic from dancing—give more opportunities for dancing in parks, schools and public buildings.

Dance Halls and Dancing Academies.

Five hundred dancing places—two-thirds of them are unwholesome. Three-fourths of their attendance of 5,000,000 are from fourteen to twenty-one years of age. Dancing, four minutes; intermission, twelve minutes.

Girls' Athletic League.

Provides after-school recreative exercise for public school girls—typical activities.

Small Parks in Congested Districts.

Scenes from Thomas Jefferson, Seward, Hamilton Fish and St. Gabriel's Parks.

Prepare Small Parks and Playgrounds in Advance of Population.

One dollar will buy but little land in a congested district but will buy much land in country areas.

The City's Lungs.

Value of breathing places for the people.

How Playgrounds Are Used.

Valued activities in the playing places.

The Child's Environment.

Where he plays and where he lives.

The Guild of Play.

Supplies play leaders and paves the way for municipal activities.

Unlimited Acres of Roof Space.

How to use it intelligently and prevent waste of playing space. Contrast between public and private buildings.

Elevated Playgrounds.

Six lots of playground on one lot of space, typical plan. Open winter and summer.

More Playgrounds for Children.

New playing places established—what investment in playgrounds means to the city.

Give Some Streets to the Children.

Plan to stop wagon traffic on certain blocks during certain hours. The plan is worth trying.

WORK AND WAGES

The Committee: Professor Charles R. Richards, chairman; Miss Pauline Goldmark, Owen R. Lovejoy, Preston P. Lynn, Henry R. Seager and P. Tecumseh Sherman.

Under the general direction of the Committee, Mr. Edward M. Barrows, Miss Elizabeth C. Watson, Miss Zaida Udell, Miss Gertrude Lockwood, and Miss Florence M. Painter have participated in the work as secretaries and investigators.

The exhibit prepared by the Committee on Work and Wages aims (1) to show the present status of the labor law for those vocations open to minors that are now subject to legal regulation, namely, factories and mercantile establishments, and (2) to give a somewhat detailed presentation of conditions in those occupations as yet largely outside of legal regulation, and that are particularly inimical to the health and moral welfare of children. These are street trades, and industrial work in tenements.

The situation presented in these two fields has been studied by special investigators who have considered legal supervision, wages earned, the need of this wage for the support of the family, the temptation and physical strain to which children in these industries are exposed, and the effect of such work upon school attendance and progress in school. As regards both these phases of child labor, the exhibit shows conditions that obviously are dangerous to the health and morals of the children engaged, and which prevent such children from deriving full benefit from their common school training.

The ordinary newsboy is surrounded by influences that are extremely bad, because (1) of the desultory nature of his work; (2) of the character of street life, and (3) of the lack of discipline or restraint in this work. The occupation is characterized by "rush hours," during which the boy will work himself into exhaustion trying to keep pace with his trade, and long hours in which there is little or nothing to do, during which time the boy has unlimited opportunities to make such use of the street freedom as he sees fit. During these light hours newsboys congregate in the streets and commit many acts of vandalism. They learn all forms of petty theft and usually are accomplished in most of the vices of the street. In building up their routes, the boys often include places of the most degrading and detrimental character. On the economic side, the loss is due to failure of the occupation to furnish any training for industrial careers.

In the home work of the tenements, children—sometimes of tender years—work oftentimes twelve hours a day upon processes that strain their eyes and exhaust their bodies. Such work is outside of the control of our present factory laws. Children working under these conditions are irregular in attendance at school, and are too physically worn out to cope successfully with their studies.

As a result of this study the Committee presents certain suggestions for remedial measures for the consideration of the public.

In the street trades the Committee recommends that the principle of supervision of licensed minors, as practised for a number of years in Boston, be adopted, and that an office be created in the Department of Education that shall have supervisory control of all minors engaged in street trades. It recommends furthermore that the minimum age limit for licensing boys be raised from ten to fourteen years, and that the legal limit for selling at night be reduced from 10 to 8 p.m., to correspond more nearly with the provisions of labor legislation dealing with children in factories.

Handbook of Child Welfare Exhibit

To deal with the evils of industrial work in homes, the Committee recommends the enactment of a law prohibiting labor by children under fourteen years of age in the manufacture of any articles for commerce in tenement houses. While such a law will doubtless subject a number of families to temporary hardship, its effects, if rigidly enforced, will be the emancipation of thousands of children.

These recommendations, imposing further restrictions upon child labor, will be effective only if accompanied by a substantial increase in the number of inspectors charged with their enforcement. We, therefore, recommend such an increase.

The Committee also wishes to recommend to the public the great importance of introducing into the public schools a system of vocational guidance which shall bring to boys and girls about to leave school some knowledge of the conditions and requirements in the various occupations, and which shall stimulate some degree of serious thought on the part of both children and parents as to the vocations into which they enter.

The Committee would point also to the great need of vocational schools for both boys and girls for the years from fourteen to sixteen, to cope with the unsatisfactory and generally demoralizing conditions of boys and girls at work below sixteen years of age. We have at present but one such school for boys accommodating about 400, and one for girls accommodating about 350, while many thousands of boys and girls are leaving the schools of New York City at the age of fourteen years. Such schools are needed under the conditions of American life to hold many boys and girls longer under educational influence, and to prepare them more accurately to enter successfully upon industrial careers.

CATALOGUE OF EXHIBIT

GENERAL CHILD LABOR.

Definition of Child Labor. The Child Labor Law.

Certificates.

Employment certificate; how obtained; notarial affidavits with prices of same.

Working Papers.

Children at Board of Health obtaining working papers; (showing child being weighed and measured and the evidence of age being examined). This employment certificate or working paper must be filed with the employer when the child goes to work.

The Great Majority—Where Are They?

A few have returned to school; a few have moved away; some work in summer only; sickness and death account for a few; some are sixteen before the inspector gets around, but the majority are unaccounted for. Where Have These Children Gone?

FACTORIES.

Law; Prohibited Employment for Children; Number of Inspectors in Greater New York; Number of Children in Factories.

MERCANTILE.

Mercantile Establishments.

Total number of children accounted for in Mercantile Establishments; Percentage of illegal employment.

Remedial Measures.

Make Mercantile Law the same as Factory Law.

History of Child Labor Legislation.

STREET TRADES.

What Are Street Trades?

Newsboys, newsgirls, vendors, bootblacks, mendicants.

Newsboys.

Law—badge and how obtained.

Newsboys.

School Board statistics showing number of newsboys; percentage of boys obeying law.

Newsgirls.

Law enforced by police and Society for the Prevention of Cruelty to Children. Against the Law but Who Cares?

Work and Wages

Age of Newsboys.

Recommendations. How the public can help to solve the problem of news selling.

Boston's Newsboys.

How Boston solves the problem.

Peddling.

Different forms; the Law. How the law was observed in one block—Williamsburg Bridge district.

Pushcart Peddling.

"Wherever the street pushcart trade flourishes there children peddle; these children can be found on duty from the hour of closing school until late into the night."

Summer Peddling.

The summer beaches offer opportunity for law breaking.

Bootblacks.

No law; supposed to work after school hours only.

Effect of Street Trades on Children.

Moral and Physical.

Business Relations With the Child.

Those supplying the goods; permitting him to sell or purchasing from child should be guilty of misdemeanor and taken to the Court and prosecuted. Commit one child for peddling and another child takes its place.

MECHANICAL MODELS ILLUSTRATING THE NEED FOR VOCATIONAL TRAINING

HOME WORK.

Home Work.

Definition; map of city showing Home Work Districts; number of licensed houses.

Law regarding licensing: "A house licensed entitles every family in it to do home work"; one license might provide for one or forty families.

Licensed and Unlicensed Manufacturing.

"Nothing on the list of things requiring license could be made—sorting coffee is not licensed—therefore it could be done."

A Typical Inspection.

Inspection card of 36 Laight Street, showing contagious diseases, etc.

Foreigners at Work.

Nationalities doing home work—kind of work done.

Volume and Wage of Home Work.

Home work being done in three months' time in the city; kind—prices per piece—with income.

The Law on Home Work.

"It cannot be perceived how the cigar maker is to be improved in his health or his morals by forcing him from his home with its hallowed associations and beneficent influences to ply his trade elsewhere."
—New York Court of Appeals.

Why all legislation has been blocked up to date.

More Home Associations and Beneficent Influence.

"Be It Ever So Humble . . ."

A home by night—a factory by day.

Willow Plume Industry.

Why willow plumes were chosen; number of houses licensed in neighborhood; typical neighborhood conditions; victims of the system.

Number of Plume Factories.

Feather shop on lower floors where families get their supplies; typical homes upstairs where the children work, etc.

A Study of Two Hundred Families.

One hundred families who do Home Work and one hundred families who do not do Home Work; family budgets, etc.; what willowing consists of, prices, etc.

Budget of the Plume.

"Over forty-one knots—one big penny"; number of flues to the inch, number of knots.

"How Doth the Manufacturer . . ."

Raw material; enlarged flues; process of making knot; completed plumes in store window.

Home Work Versus School Work.

Absent thirty days out of eighty-nine.

Home Work and Health.

Families doing home work DIE—not LIVE—on their incomes; health records of family; statement regarding working day of the child, etc.

The Remedy.

All child labor must be eliminated from the tenement house.

Sorrowful Rhymes of Working Children.

"Mary, Mary, Stylish and Airy"; "Baa! Baa! Black Sheep"; "Mothers, what makes the children cry?"; "Francie, Francesca"; "How Doth the Manufacturer?"; "Hickety, Pickety"; "Tenement Indians."

HEALTH

The Committee: Dr. Henry Dwight Chapin, chairman; Dr. Josephine Baker, Dr. L. Emmett Holt, Dr. C. G. Kerley, Dr. Henry Koplik, Dr. Ernst J. Lederle, Dr. Antonio Stella and Dr. Thomas D. Wood.

Under the general direction of the Committee Mrs. Lucy Wood Collier has participated in the work as secretary and investigator.

As one of the principal objects of the Child Welfare Exhibit is the advancement of the health of the child it is evident that the work of the Committee on Health must, to an extent, enter the field of the other committees. It has seemed wise therefore to spread the results of our work and deliberation through the various sections of the Exhibit instead of trying to localize them in one place. The ideas we are trying to emphasize will be presented on charts and screens and various models. For example a wise arrangement of a tenement kitchen and a bedroom equipped to advantage for use as a sick room in crowded quarters will be some of the practical exhibits under this heading.

Good and bad production of milk will be shown in a decorative frieze, by Harrison Cady, of *Life*. A model milk depot from which milk is distributed to those needing it and at which needed medical advice can be obtained will be in operation.

A section fitted up by the Babies' Hospital with hospital appliances and in charge of a nurse, will be shown to illustrate advanced practice in this field.

The Committee also will show in detail the work of the Division of Child Hygiene of the New York Board of Health. This will include the work of supervising of the child, in the home in cases of contagious disease, in the public school and in any sphere where individual or public health requires official oversight.

Upon three phases of Infant Mortality marked emphasis will be placed. These are: (1) Disease, (2) Cause, (3) Remedy. There will also be a general health exhibit, showing the many factors that make for the Health of the child, or lead to ill health, in the various environments of his life. It is hoped that this exhibit, by showing the sources of ill health in many phases of child life and by indicating practical methods of overcoming them, will do much in the line of future prevention.

HEALTH IN THE HOME AND EUGENICS

The Committee: Dr. Thomas D. Wood, chairman; Dr. Josephine Baker, Dr. E. Mather Sill, Dr. Rowland G. Freeman and Dr. Prince A. Morrow.

Under the general title of Eugenics, which is defined as producing a "better crop of boys and girls," the Sub-committee on Health in the Home and Eugenics has designed an exhibit which must appeal to all thoughtful people. The ravages to the race, the preventable blindness, the lowered physical tone of children directly attributable to infection contracted by the father in evil habits appealed to it as a field demanding attention and action. The mating of the unfit—cousins, insane or feeble-minded persons, alcoholic, drug-ridden parents, sufferers from venereal disease—has cost 7,369 infants their sight and has

given a crop of 89,287 deaf and dumb and over 18,000 feeble-minded persons. The sins of the fathers are indeed visited upon the children. The only explanation is ignorance. The committee suggests lines of education—as to transmission of these ills—to teach mothers how to care for their children both before and after birth. It also advises “sex education” on the ground that “the begetting and bearing of children are not foul or sinful processes—entail no need for shame or secrecy but only for pride and joy.”

THE EXHIBIT ON HEALTH

MODEL OF ROOM IN BABIES' HOSPITAL. MODEL OF DENTAL CLINIC
MODEL MILK STATION. MODEL SHOWING AMOUNT OF
MILK CONSUMED IN NEW YORK.

Care of Babies.

“Every Child Has a Right to Be Safe-guarded at Birth.”

Dangers of old method of unsupervised midwifery.

Advantage of new plan of supervision and systematic inspection; use of silver solution.

Diarrhoeal Diseases.

“Six thousand babies die—3,600 can be saved.”

Causes:—Improper feeding, care and living conditions.

Needless Blindness.

“Six thousand to 7,000 people in the United States blinded by ophthalmia of infancy.”
A drop of two per cent solution of nitrate of silver in each eye will prevent this.

Foundlings.

“Three thousand babies abandoned a year.”

Day Nurseries.

“Seventy-four Day Nurseries in New York—all regularly inspected.”

Boarding Out Foundlings.

“In spite of all possible care, mortality in asylums is much greater than in tenements. Therefore, the institutions ‘board out’ many babies.”

Little Mothers' League.

“Each little mother may become a teacher on the street, in school, in her own home.”
Volunteer organizations of little girls over twelve years of age trained by the Department of Health.

Health in the School.

“Eight thousand school children examined by 145 inspectors and 141 nurses.”

Health in the Schools.

Searching physical examination of school children.

Employment Certificates.

“Thirty thousand employment certificates granted annually.”

Small-pox.

“Deaths in Old New York from 1851 to 1908.” Outbreaks of 1881 and 1901 controlled by free vaccination.

Vaccination.

“Talks showing comparative mortality from small-pox in Prussia and Austria.”

Infectious Diseases Are Preventable.

“Teach every Mother.”

Care of Babies.

“Right way and wrong way of ‘Tending Baby.’”

A Cross Baby and a Contented Baby.

Two ways of handling babies and their results.

A Healthy Baby—First Year.

Mother a college woman, had entire care of him, besides doing all her housework and some professional work.

A Healthy Baby—Second Year.

Infant Health.

“Arm Motherhood against six deadly diseases of infancy.” 12,437 deaths of babies under two years of age last year.

The Babies' Hospital.

In twenty-two years it has cared for 12,703 children. How 7,598 babies are saved each year.

Babies' Hospital.

The first training school for nursery maids in the world.

Clean, Pure, Wholesome Milk.

Give the children clean, nutritious milk.

“The Voice of the Child Cries Out Against You.”

Eight thousand babies die in this city every year from preventable causes.

Why the Babies Die.

Largely preventable causes, partly preventable causes, and non-preventable causes. In the last are included only malformations, premature births, accidents.

The Tenement House Committee.

Of the Charity Organization Society. Its aim is to improve the homes of children.

“EUGENICS.”

“A better crop of boys and girls.”

Producing “human wealth” more important than producing “material wealth.” Need for study to improve the race-stock.

Handbook of Child Welfare Exhibit

"The best test of a civilization—whether it contributes to produce good children."—
G. Stanley Hall.

Mating of the Unfit.

"The Law." Marriage of cousins, insane or feeble-minded, alcoholic, syphilitic parents and effects. The cost—7,369 blind infants, 89,287 deaf and dumb, 18,476 feeble-minded.

How to Save the Baby.

"Fair Play for the Baby."

Do not let the mother suffer from exposure, overwork, dissipation, stress and strain, venereal disease.

The Sins of the Fathers.

"Who did sin, this child or his parents, that he was born blind?"

Answer of Modern Science:—"The cause and circumstances of this infection may be traced step by step. . . . In the vast majority of cases it has been contracted by the father of the child, in evil habits. What is the explanation of this strange, most unnatural crime? The only possible explanation is ignorance."

Well Born Children.

No child can be well born if its parents suffer under adverse conditions—lack of nutrition, overwork, fatigue, worry, excitement, poverty, deleterious habits, venereal diseases.

Well Taught Parents.

"The transmission of the sacred torch of heredity undimmed to future generations."

Sex Education.

"Begetting and bearing of children are not sinful or foul processes. There is no need for shame or secrecy, but only for pride and joy."

DENTAL EXHIBIT

Bad teeth and Their Meaning.

Illustrations and data showing the deleterious effect of neglected teeth.

Good Teeth.

Relation of sound teeth to general health.

Dental Care.

Ways and methods of keeping teeth in condition.



LIBRARIES AND MUSEUMS

The Committee: Edwin H. Anderson, chairman; Nathaniel L. Britton, Hermon C. Bumpus, Miss Anna B. Gallup, Miss Harriot E. Hassler, William T. Hornaday, Miss Clara W. Hunt, Henry W. Kent, Claude G. Leland, Frederic A. Lucas, Miss Annie C. Moore, Mrs. Henry Fairfield Osborn, Charles H. Townsend and Kate Douglas Wiggin.

LIBRARIES

The aim of the Library Section Committee has been to show that children's rooms in libraries are quiet but significant forces in the every-day life of thousands of boys and girls in New York City. There are now eighty-eight library buildings in the boroughs of Manhattan, the Bronx, Richmond, Brooklyn and Queens, in which books for children may be found. In each of these buildings provision has been made, not merely for the circulation of books to children, but also for the use of books in the library for recreational reading and for purposes of study, according to local needs.

The extent to which children avail themselves of library privileges is partially shown by a series of photographs forming a connected story in picture of the daily life in typical children's rooms during a period of time extending from March to November, 1910. This frieze is broken at intervals by posters explanatory of the circulating, reference and reading room work, and of the story-telling carried on in connection with the guidance of children's reading.

Four million, one hundred and sixty-five thousand, eight hundred and eighty-seven books were issued for home use during the year 1909 from children's rooms in the five boroughs of the city. These figures do not include the circulation to children through the traveling libraries of the three library systems nor the circulation from the class-room libraries which are placed in the public schools and maintained there by the Board of Education. Children read and consult more books in the libraries than they take home, and a steady and very large increase of reference and reading-room use is generally reported from children's rooms.

A collection of books representative of the reading interests of boys and girls in various parts of the city has been grouped by subject—Myths and Fairy Tales, American History, Electricity, Aeroplanes, Poetry, Stories of Adventure, Athletics, etc. The books are arranged on book shelves below the frieze. The book feature of the exhibit is in no sense a model children's library. Books have been treated as graphic material, and the selection has been made with a view to illustrating specific subjects rather than with the idea of making a list of "best books."

Some illustrations in color from a series of English history pictures are suggestive of wall decorations for a children's room which are directly related to reading and study. Albums or scrap-books contain certain pictures not included in the frieze of photographs of children's rooms.

After careful consideration of the results of investigations made by members of the Committee, and in view of the fact that children and young people were to be admitted freely to the Exhibit, it was decided not to exhibit the sensational literature of the news stands. The investigators report that the nickel novel and story paper in New York City is of a better grade than it was a few years ago, but that it is being rapidly supplanted by the cheaper magazines

and in a surprising way by the magazines dealing with mechanics and aeronautics. The American boy of to-day who patronizes the news stand is very generally reported as being better educated and far in advance intellectually of the American boy of ten years ago. The facts that he is more critical of his purchases from the news stand, as well as in his choice of books from public library shelves, that his range of interests in reading is more varied, and that the reading itself is of a better tone, are striking evidence that public libraries are helping to form and to elevate the reading taste of the youth of the country. The Committee believes that intelligent constructive work in the selection of books and in the guidance of children's reading is the most effective form of destructive work which can be directed against cheap sensationalism in the form of books and periodicals.

The most interesting feature of the work of a children's library—the children—are not exhibitable. The chief interest and the greatest charm of a children's room lies in the fact that the children are there voluntarily. "It's better than any school because you don't have to go when you don't want" is the enthusiastic comment made by one of the boys.

Children's librarians who are actively engaged in daily work in various sections of the city will be in attendance during the Exhibit to give informal talks upon different features of the work and to answer inquiries concerning books and reading for boys and girls.

The social value of a children's library to a neighborhood, its relation to the homes of the children, to the schools, the playgrounds, the settlements, and to whatever institutions are affecting the lives of children, is more clearly manifest from year to year. It is at the library that many children first learn that great lesson in civics, the private care of public property, beginning with the careful handling of picture books. It is here that they put in daily practice the old, but too often forgotten, rules of courtesy, patience, and consideration for others, as they wait their turn at entrances, desks, and book shelves, or come and go at the story hours; the one rule for discipline being that no one is allowed to disturb any one else. The beauty and orderliness of the room, the careful handling of books by library assistants and the presence of children's librarians who have enthusiasm for books, and the power of communicating it to boys and girls of varying ages, are strong factors in estimating the community value of a children's library.

Throughout the foreign districts the parents and older members of a family are generally introduced to the library by the children. Many of the so-called "easy books," and still more of the fairy and folk tales and American histories, are as eagerly read or listened to by grown people as by children. Stories heard at the story hour are repeated again and again in the homes. To the children of foreign parentage, the library story hour serves as a link with their native land, strengthening feelings of respect for their parents and for their language by revealing its contribution to books in American libraries. These weekly story hours and reading circles are as eagerly attended by groups of older boys and girls as by little children and form a most effective means of guiding their reading, by suggestion rather than by direct recommendation.

The library assistant who has the ability to tell stories finds that it stimulates her comparative reading and study of literature for children, and that it is of great value in her personal acquaintance with children, parents, teachers, playground assistants and other social workers.

Libraries and Museums

Questions relating to school studies and questions disputed at home, in the street or the playground, are brought freely to the library for settlement. In this connection boys and girls are taught, individually and in groups, to use books of reference and to make intelligent use of library lists and catalogues. Pictures or objects of interest in children's rooms serve not merely to interest the children in a special subject, but are an added inducement to parents, teachers and people in general to visit the libraries. The hours at which children's rooms are most interesting are between three and five o'clock in the afternoon on school days, all day on Saturdays, and between seven and eight o'clock in the evenings.

A list of the libraries serving children in the City of New York is appended:

NEW YORK PUBLIC LIBRARY

(Covering the Boroughs of Manhattan, The Bronx and Richmond)

Manhattan Branches:

Chatham Square, 33 East Broadway
Seward Park, 192 East Broadway
Rivington Street, 61 Rivington St.
Hamilton Fish Park, 388 East Houston St.
Hudson Park, 66 Le Roy St.
Bond Street, 49 Bond St.
Ottendorfer, 135 Second Ave.
Tompkins Square, 331 East Tenth St.
Jackson Square, 251 West Thirteenth St.
Epiphany, 228 East Twenty-third St.
Muhlenberg, 209 West Twenty-third St.
St. Gabriel's Park, 303 East Thirty-sixth St.
St. Raphael, 501 West Fortieth St.
George Bruce, 226 West Forty-second St.
Cathedral, 123 East Fifth St.
Columbus, 742 Tenth Ave.

Fifty-eighth Street, 121 East Fifty-eighth St.
Sixty-seventh Street, 328 East Sixty-seventh St.
Riverside, 190 Amsterdam Ave.
Webster, 1465 Avenue A
Yorkville, 222 East Seventy-ninth St.
St. Agnes, 444 Amsterdam Ave.
Ninety-sixth Street, 112 East Ninety-sixth St.
Bloomingdale, 206 West One Hundredth St.
Aguilar, 174 East 110th St.
115th Street, 201 West 115th St.
Harlem Library, 9 West 124th St.
125th Street, 224 East 125th St.
135th Street, 103 West 135th St.
Hamilton Grange, 503 West 145th St.
Washington Heights, 922 St. Nicholas Ave.

Bronx Branches:

Mott Haven, 321 East 140th St.
Highbridge, 78 West 168th St.
Morrisania, 610 East 169th St.

Tremont, 1866 Washington Ave.
Kingsbridge, 3041 Kingsbridge Ave.

Richmond Branches:

St. George, 5 Central Ave., Tompkinsville P.O.
Port Richmond, 75 Bennett St., Port Richmond P.O.

Stapleton, 132 Canal St., cor. Brook St., Stapleton P.O.
Tottenville, 7430 Amboy Road, near Prospect Ave., Bentley Manor P.O.

BROOKLYN PUBLIC LIBRARY

Branches:

Albany Heights, 234 Albany Ave., bet. Park Place and Sterling Place
Astral, Franklin and India Sts.
Bay Ridge, Second Ave. and Seventy-third St.
Bedford, Franklin Ave., opp. Hancock St.
Brownsville, Glenmore Ave. and Watkins St.
Bushwick, Bushwick Ave. and Seigel St.
Carroll Park, Clinton and Union Sts.
City Park, St. Edward St. and Auburn Place
De Kalb, De Kalb and Bushwick Aves.
East. Arlington Ave., bet. Warwick and Ashford Sts.
Flatbush, Linden Ave., near Flatbush Ave.
Fort Hamilton, Fourth Ave. and 95th St.
Greenpoint, Norman Ave. and Leonard St.

Kensington, 108 Ditmas Ave.
Leonard, Devoe and Leonard Sts.
Macon, Lewis Ave. and Macon St.
Montague, 197 Montague St.
New Utrecht, Bath Ave. and Bay 17th St.
Pacific, Fourth Ave. and Pacific St.
Prospect, Sixth Ave., cor. Ninth St.
Ridgewood, 496 Knickerbocker Ave.
Saratoga, Hopkinson Ave. and Macon St.
Schermerhorn, 198 Livingston St.
South, Fourth Ave. and Fifty-first St.
Tompkins Park, Tompkins Park.
Williamsburgh, Division and Marcy Aves.
Winthrop, 23 Monitor St.

Handbook of Child Welfare Exhibit

Stations:

Borough Park, 14th Ave. and 54th St.
Concord, Concord and Jay Sts.

Sheepshead Bay, 1657 Shore Road

PRATT INSTITUTE FREE LIBRARY

220 Ryerson St., Brooklyn

QUEENS BOROUGH PUBLIC LIBRARY

Branches:

Astoria, Main and Woolsey Sts., Long Island
City
Bayside, Belle Ave., Bayside
Broadway, 252 Steinway Ave., Long Island
City
Elmhurst, Broadway and Cook Ave., Elmhurst
Far Rockaway, Central Ave., Far Rockaway
Flushing, Main St., Flushing
Hollis, Iroquois and Fulton Aves., Hollis
Jamaica, 22 Herriman Ave., Jamaica
Nelson, 101 East Ave., Long Island City

Ozone Park, Broadway, Ozone Park
Poppenhausen, Thirteenth St., College Point
Queens, Railroad Ave., Queens
Richmond Hill, Hillside Ave., Richmond Hill
Seaside, 565 Boulevard, Rockaway Beach
Steinway, 923 Steinway Ave., Long Island
City
Whitestone, Eighth Ave., Whitestone
Woodside, Greenpoint and Betts Aves., Wood-
side

MUSEUMS

Under their charters from the State, the Museums of the City are committed to the consideration of the needs of the youth of the community as well as the needs of the adult population. They are classed as educational institutions in company with the public schools and the public libraries.

The Trustees and Directors of these museums recognize the value of the collections in their charge in connection with the teaching done in the schools and the reading done in the libraries. They not only recognize this, but have done everything possible to encourage the use of their collections by teachers and pupils and thus help to give early in the lives of future citizens the power of knowledge for the purpose of later practical life and the power of aesthetic appreciation, which, in the words of Professor Hugo Münsterberg, gives rest in the things of our world.

Each and all, they have been guided in the making of plans for work with the juvenile population by well-approved and pedagogically sound principles. They understand that the full knowledge of Science and Art and the power of these subjects depend largely upon the training of the youth.

The public museums of the City, here listed, are of two kinds: Science and Art. Among the former, the work with the children is as follows:

ZOOLOGICAL SOCIETY MUSEUMS

THE NEW YORK AQUARIUM, BATTERY PARK

The instruction of children here is provided for in the following ways:

They are admitted to the main floor and gallery during the regular opening hours daily (9 A. M. to 5 P. M., April-October; 10 A. M. to 4 P. M., November-March; closed Monday forenoon) without being accompanied by elders.

Until recently, classes accompanied by teachers were admitted to the

laboratory room where numbers of both salt and fresh water balanced aquaria were arranged for observation. This room has now been closed, being required for other purposes. Provision is made for the wraps and other belongings of children in classes while they are in the building, and they may have the services of a guide, if desired.

Balanced salt water aquaria are stocked with sea water, plants and animals for the public schools, on application, and in this way the smaller animals may be brought directly to the class-room where their various modes of life can best be observed. Small aquaria have already been installed in about three hundred and fifty schools.

THE ZOOLOGICAL PARK, BRONX PARK

In the Zoological Park it is difficult to define the boundary where the efforts for the children leave off, and those for grown-ups begin. The first effort is to render the Zoological Park grounds and buildings so safe that children may wander alone through any portion of the Park's 264 acres.

Probably the most continuous and concentrated effort on behalf of the child visitors is that bestowed upon the labels that describe the various species of animals. Realizing that without available information an animal may stand to the youthful mind as little more than a living enigma, the utmost effort is made by means of labels bearing descriptions, diagrams, maps or pictures, to set forth the most important facts regarding each important species. Any child who learns and remembers the descriptions upon these labels will have laid a good foundation of zoological knowledge.

The number of school classes that visit the Zoological Park each year may well serve as an index of the interest taken by the school children of New York in the living animal collections, especially when we consider the special effort that is necessarily involved in this attendance. The following statement for the seasons of 1909-1910 embraces the children who have come in organized classes only, personally conducted by teachers, and who are not to be reckoned with the uncounted hundreds of thousands that form a great portion of the daily attendance throughout the year.

1909 and 1910	Classes	Pupils
Public Schools, Greater New York. . . .	310	12,396
Suburban Schools	37	1,065
Other Institutions, City and Suburban.	221	9,552
	<hr/> 568	<hr/> 23,013

The Park is open daily to half an hour before sunset, beginning 9 A. M., May 1st to November 1st; 10 A. M., November 1st to May 1st.

MUSEUMS OF THE BROOKLYN INSTITUTE

CENTRAL MUSEUM, EASTERN PARKWAY

While this Museum makes no special effort to attract children, yet its collections of art, natural history and ethnology are open to them, and all exhibits, particularly in the Department of Natural Science are carefully and fully labeled, every effort being made to have them as simple and untechnical as possible.

Handbook of Child Welfare Exhibit

CHILDREN'S MUSEUM, BROOKLYN AVENUE

The Children's Museum endeavors to interest and instruct children in Natural History, Geography and History by means of exhibits, illustrated lectures and carefully selected books.

Its collections illustrate Botany, Zoology, Mineralogy, Geography and American History. Each exhibit emphasizes an important fundamental principle and its labels are expressed in simple language.

During the ten years of its history, the Museum has received 1,078,756 visitors, 139,000 of whom have attended lectures.

About 300 public and private schools of Greater New York use the Museum habitually.

Illustrated lectures to children are delivered every week-day from October until May, and charts, pictures and specimens are lent to schools for class use.

The Museum News, a monthly paper, notifies principals, teachers and others interested, of the progress of the Museum and the lectures to be given.

The Library contains 6,000 volumes and furnishes information on subjects represented by the Museum collections and school courses of study.

THE NEW YORK BOTANICAL GARDENS

BRONX PARK

In addition to the labeling exhibits of plans and specimens interesting to children at the New York Botanical Gardens, public lectures are delivered, and direct co-operation with the public schools is effected by means of lectures on nature-study and demonstrations; children come from the public schools in the spring and autumn, accompanied by teachers, and the large lecture hall seating seven hundred, is used, and often completely filled. The lecture outlines features of the nature work of the school curriculum, after which the children are guided to various points in the grounds, greenhouses or museums, and plants referred to by the lecturer are shown and described to them.

Other parties of children, and of adults as well, are guided to various points of interest by the Garden docent and informed about various features of the collections. Provision for this instruction is made every week-day afternoon of the year.

The Garden is open daily, 10 A. M. to 5 P. M. in summer, 10 A. M. to 4.30 P. M. in winter.

THE AMERICAN MUSEUM OF NATURAL HISTORY

CENTRAL PARK WEST AND 77TH ST.

The Museum lends to the public schools of Greater New York collections of nature-study material, covering as far as possible, the syllabus on this subject for elementary schools. There are 463 cabinets in circulation. The collections are delivered and transferred by the Museum, without expense to school or teacher.

Two courses of informal lectures are given in the Museum during the school year, and special lectures may be arranged at short notice.

Material is lent to the Children's Rooms of the public libraries.

A Children's Room is open in the Museum two days a week. The purpose is recreative, but an instructor is always present to direct and assist the children. Attendance is voluntary. Specimens, books, pictures, drawing materials and games are provided.

An exhibit for the blind is in preparation. Part of the material is displayed and labeled in raised type.

The Museum Instructor meets classes and visitors and conducts them through the halls or laboratories.

METROPOLITAN MUSEUM OF ART

CENTRAL PARK OPPOSITE EAST 82ND ST.

Recognizing the importance of co-operation with educational institutions, the Trustees of the Museum have placed themselves in line with Museums of Art in other cities in offering help to teachers and school children. Every effort is made to encourage the youth of the city to visit its collections.

Use of the Museum's material is encouraged and facilitated in all possible ways. Children visiting the Museum individually are cheerfully given any assistance needed. Privileges of copying, sketching and photographing with cameras are open to them as well as to adults. Teachers and pupils of the public schools are admitted at all times free of charge. Arrangements may be made for the use of the class-room at any time during Museum hours, and the full equipment of teaching apparatus may be secured and operated—stereopticon lantern, reflectoscope, photographs, even certain objects from the Museum's collections, etc. The books and photographs of the Library collection may be freely consulted. The services of the Museum instructor are given free of charge to classes from the public schools. Thousands of children receive the benefit of this expert guidance directly and through their teachers, with whom the Instructor is glad at all times to consult. Talks are given in the Museum class-room or in the galleries before the objects exhibited, and they may be in the nature of appreciation or of help in connection with school studies—drawing, decoration, craftsmanship, history, composition or the classics. These lectures are given to private schools and individuals upon payment of a fee.

Means for outside help are provided by the loan of photographs and lantern slides.

The Museum is open from 10 A. M. to 5 P. M. in winter, 10 A. M. to 6 P. M. in summer.

SCHOOLS

The Committee: Dean Thomas M. Balliet, chairman; Franklin W. Hooper, Morris Loeb, John Mitchell, Thomas M. Mulry, Mrs. Miriam Sutro Price, Miss Emma G. Sebring and Gustave Straubenmueller.

Under the general direction of the Committee Dr. Paul Abelson has participated in the work as secretary and investigator.

The aim of the School Exhibit is to show the various aspects of the child's school life—not only the instruction and training he receives during the regular sessions of the school, but also the educational influences which are brought to bear upon his life, directly and indirectly, through the instrumentality of the school, after school hours, in the evening and during the long summer vacation.

The aim has been to include in the exhibit all types of schools, both public and private, including parochial schools, corporate schools, private endowed schools, commercial schools, industrial and trade schools, technical schools and unendowed private schools. In so far as the authorities of the schools have aided the Committee to ascertain the facts, this aim has been realized. Such aid in most cases was generously given. The public school system, because of its size and its varied lines of work, necessarily has a large place in the exhibit. The aim here is to show what is done for the children rather than what is done by them. For this reason actual work of children is exhibited only to a very limited extent.

In the public school exhibit, a series of charts shows how each of the studies in the curriculum of the elementary schools is taught. The series covers, besides the traditional studies, such subjects as manual training, domestic science, domestic art, etc. Music will be illustrated by actual chorus singing, physical training by gymnastic exercises and manual training by real work by a class at the bench. Games, folk dances, an organized recess, etc., will be illustrated by classes of pupils. Fire drills and other school practices will be shown by means of moving pictures.

The work of summer vacation schools and the recreation connected with it is shown in another series of charts. A third series deals with the work of the public evening schools.

The work of the parochial schools of the city is exhibited on other screens. In a similar way the work of the various public and private trade schools, of the public vocational schools, and of the regular private schools, as far as the data could be secured, is shown in graphic form.

A special group of screens shows the work of special schools for defective children, and for blind, deaf and crippled children.

The exhibit purposes to show not only the great work which the various schools are doing for the children of the city, but also to call to public attention the needed enlargement of their scope to meet modern conditions— industrial, social and moral. The exhibit illustrates forcibly the need for larger expenditures of money, especially upon the public school system, in order that the practical features of its work may be duly extended to give every child

Schools

an opportunity to fit himself for a definite calling in life. The inadequacy of our present system of schools, for want of money, to meet these needs is emphasized.

Statistics illustrating the low per capita cost in the public schools as compared with the per capita cost in private schools conducted for pay are cited. The relative position of New York City as compared with other cities in regard to its liberality to its public schools is clearly defined.

The fact that New York stands thirty-sixth among cities of the United States in the proportion of its tax levy it devotes to school purposes, is sufficiently significant to warrant investigation. Another fact which demands consideration is that out of 14,288 school rooms in New York, more than 2,084 have over 50 children in them, whereas some of the smaller cities of the country, by way of contrast, have an average number of pupils per room which is much smaller.

EXHIBIT OF SCHOOLS

PUBLIC SCHOOLS OF THE CITY OF NEW YORK

VARIED ACTIVITIES OF THE PUBLIC SCHOOLS.

Vocational subjects taught.

"School Gardens," "Fire Drill," etc.

A DECADE OF SCHOOL GROWTH.

Statistics of attendance, 1900 and 1910; percentage of increase.

A DECADE OF SCHOOL PROGRESS.

COST OF THE PUBLIC SCHOOLS.

INCREASING EFFICIENCY OF THE PUBLIC SCHOOLS.

Statement.

SUBJECTS AND METHODS OF STUDY.

READING.

ORAL INSTRUCTION.

WRITTEN COMPOSITION.

SPELLING.

GRAMMAR.

ARITHMETIC.

NATURE STUDY.

GEOGRAPHY.

HISTORY.

ELEMENTARY SCIENCE.

FREE HAND DRAWING.

CONSTRUCTIVE DRAWING.

RAFFIA-WEAVING.

SEWING.

HOUSE ECONOMICS.

MANUAL TRAINING.

ELEMENTARY SCHOOL LIBRARIES.

SCHOOLS AND CLASSES FOR SPECIAL NEEDS

ADJUSTMENT.

"How the Public Schools Discover Needs."
Need—Remedy—Result.

"Foreign Born," "Over-Age," "Left
Back."

AMERICANIZING FOREIGN CHILDREN.

WHAT WE TEACH TO FOREIGNERS.

How We Teach Him.

DELINQUENCY.

SPECIAL PUBLIC SCHOOL No. 120.

THE TRUANT.

His salvation work.

NEW YORK PARENTAL SCHOOL.

DAY SCHOOL FOR THE DEAF.

SPECIAL CLASSES FOR THE BLIND.

EDUCATION OF CRIPPLED CHILDREN.

UNGRADED CLASSES.

"BOARD OF EDUCATION AN ALLY IN THE ANTI- TUBERCULOSIS WAR."

"Health first—Instruction secondary."

A PRACTICAL SCHOOL FOR PRACTICAL BOYS.

Vocational and non-vocational subjects.

DRAWING—PRINTING AND BOOKBINDING

WOOD WORK—METAL WORK.

Photos.

MANHATTAN TRADE SCHOOL FOR GIRLS.

Photos. Statement.

"Academic Courses, Gymnasium, Art,
Cooking.

MANHATTAN TRADE SCHOOL FOR GIRLS.

Photos.

Dressmaking, Millinery, Lamp-shade Ma-
king, Power Machine Operating.

STUYVESANT EVENING TRADE SCHOOL.

INDIVIDUAL INSTRUCTION IN PRACTICAL COURSES.

EVENING HIGH SCHOOLS.

"The Idle Moments of a School House Are
a Social Waste."

The Teaching Center, Recreation Center,
Civic and Health Center.

HOW ONE SCHOOL PLANT IS UTILIZED.

MORE TEACHERS NEEDED.

WHY MORE MONEY IS NEEDED FOR PUBLIC SCHOOLS..

"MORE MONEY FOR OUR PUBLIC SCHOOLS."

Handbook of Child Welfare Exhibit

SCHOOL CITIES.

Government in Theory and Practice.

SCHOOL STATES.

Self-government Taught Children.

OUT OF DOORS.

Girls' Athletic League.

FETES AND FIELD DAYS.

PARENTS' ASSOCIATIONS.

"Bad Home Conditions. . . "

"Retardation the Natural Result."

THE VISITING TEACHER.

"Home and School work together."

SCHOOL LUNCH.

INTERNATIONAL CHILDREN'S SCHOOL FARM LEAGUE.

SCHOOL GARDEN.

CITY HISTORY CLUB.

SCHOOLS OF THE CHILDREN'S AID SOCIETY.

Reasons for existence.

CHILDREN'S AID SOCIETY.

General illustration of subjects.

SCHOOLS OF THE CHILDREN'S AID SOCIETY.

NEW YORK KINDERGARTEN ASSOCIATION.

Maintains thirty-seven kindergartens.

BROOKLYN FREE KINDERGARTEN ASSOCIATION.

Two pictures, two statements, verses.

EDUCATIONAL ALLIANCE.

BARON DE HIRSCH (FREE) TRADE SCHOOL.

PRATT INSTITUTE.

HEBREW TECHNICAL SCHOOL.

HEBREW TECHNICAL SCHOOL FOR GIRLS.

PEOPLE'S UNIVERSITY EXTENSION SOCIETY OF NEW YORK.

"Free Instruction in Manual and Domestic Training."

THE PEOPLE'S UNIVERSITY EXTENSION SOCIETY.

"Places Served."

"Helped to Self-Help."

PRIVATE PAY SCHOOLS OPERATED FOR GAIN.



PUBLIC AND PRIVATE PHILANTHROPY

The Committee: Homer Folks, chairman; Frederick E. Bauer, Ludwig Bernstein, Charles Loring Brace, Edmond J. Butler, Rev. M. J. Fitzpatrick, Hastings H. Hart, Solomon Lowenstein, Dr. Charles F. McKenna, R. R. Reeder, Rev. William J. White, George B. Robinson, Simon Rothschild, Arthur E. Wakeman and Thomas D. Walsh.

Under the general direction of the Committee, Mr. Clarence L. Stonaker has participated in the work as secretary and investigator.

A surprising proportion of the children of New York City receive assistance in some form from public or private philanthropy. The object of the exhibit of the Committee is to show the methods by which such relief is now given, its extent, and the changes which are most urgently needed. The Exhibit is divided into three general divisions:

1. Care of Needy Children at Home.
2. Caring for Children Apart from their Homes.
3. Care of Special Classes of Children.

Under the first division is shown the work of various societies which assist families in which there are needy children. The City of New York gives no home relief, while a very large sum, just how large no one knows, is expended in home relief by various charitable societies. Some of the societies, however, frankly state that their means are insufficient to enable them to provide adequate relief for families in which there are destitute children. The general trend of opinion among experts in charitable work is strongly in favor of preserving the home. One of the most important problems in charitable work affecting needy children in New York City is how to secure much larger resources for home relief.

The care of needy children apart from their homes in New York City has reached very large proportions. The number of children cared for in or near the city in Orphan Asylums and similar institutions is some 20,000. Another large number, amounting to thousands, but just how many no one knows, are cared for in private families by legal adoption or other arrangement.

Many of the institutions are on Manhattan Island and some of them in the crowded portions of the city where land is very valuable. A few of the institutions have removed to suburban or rural locations and have constructed building on the cottage plan. The cottage plan is strongly favored by experts in institutional management. It affords much larger opportunity for individual development. The exhibit is intended to set forth the advantages and practicability of the cottage plan for all institutions for needy children, hoping thereby to promote the removal of institutions from the congested portions of the city and their reconstruction on the cottage plan.

The care of needy children in private families has much to commend it, when carefully done, but it is open to grave abuses unless carried on with great care and fidelity. The exhibit is intended to show the careful methods of investigation of homes, and subsequent visitation of placed-out children, which have been worked out in recent years by societies engaged in this work.

The exhibit also indicates some of the hopeful lines of work which

Handbook of Child Welfare Exhibit

have been taken by the State or the municipality or private charity, in caring for special cases of children needing special training, such as the crippled, the blind, the epileptic and the feeble-minded. For certain of these cases, provision is reasonably adequate; for the feeble-minded, provision is strikingly inadequate. It is hoped that the exhibit will foster a larger public interest in all these agencies of public and private philanthropy.

CATALOGUE OF EXHIBIT

MODELS OF VARIOUS INSTITUTIONS

THROUGH THE CHILDREN'S BUREAU.

"The city listens to the cry of "Dependent Children." Fifty institutions—Catholic, Protestant and Non-sectarian.

IDEALS IN PHILANTHROPY.

ASSOCIATION FOR IMPROVING THE CONDITION OF THE POOR.

Home Relief and Instruction.

CHARITY ORGANIZATION SOCIETY.

Relief of Needy Families.

TUBERCULOSIS COMMITTEE, CHARITY ORGANIZATION SOCIETY.

"Aims to prevent tuberculosis in children."

SOCIETY OF ST. VINCENT DE PAUL.

General Administration—special work, etc.

ASSOCIATION FOR IMPROVING THE CONDITION OF THE POOR.

Statement—ten photos.

"Smiling Joe."

LEGAL AID SOCIETY.

"Every child is a citizen of the state."

EDUCATIONAL ALLIANCE.

Employment Bureau.

FOR BETTER HOMES.

Association for Improving the Condition of the Poor.

"Keep Clean Club."

THE BROOKLYN CHILDREN'S AID SOCIETY.

CHILDREN'S AID SOCIETY.

HUMAN DOCUMENTS.

Children's Aid Society.

"A Deserted Child."

BRACE FARM SCHOOL.

FIVE POINTS HOUSE OF INDUSTRY.

"The Old Way in the City."

"The New Way in the Country."

FIVE POINTS HOUSE OF INDUSTRY.

"Organized in 1850."

"51,370 Children have been in the School."

THE CATHOLIC HOME BUREAU FOR DEPENDENT CHILDREN.

HOPE FARM.

"For children committed by the Children's Court."

WARTBURG FARM SCHOOL.

BERKSHIRE INDUSTRIAL HOME.

"For Wayward and Backward Boys."

NEW YORK JUVENILE ASYLUM, CHILDREN'S VILLAGE.

New York Juvenile Asylum, Dobbs Ferry.
"Village Industries."

NEW YORK JUVENILE ASYLUM, MAIN BUILDING.

COLORED ORPHAN ASYLUM.

HEBREW SHELTERING GUARDIAN SOCIETY.

"Educating and Training the Children."

"We aim to make sturdy, self-reliant men and women."

ST. ANN'S HOME FOR DESTITUTE CHILDREN.

BROOKLYN HEBREW ORPHAN ASYLUM.

THE SPEEDWELL COUNTRY HOMES SOCIETY.

NURSERY AND CHILD'S HOSPITAL.

New York Sixty-first Street Branch.

DAY NURSERIES.

"Associations of Day Nurseries of New York."

DAY NURSERIES.

"Association of Day Nurseries of New York."

"Children's Classes and Clubs, 274."

FAMILY VISITATION.

"New York City Mission and Tract Society."

ST. JOHN'S GUILD.

Seaside Hospital—Floating Hospital.

"CHRISTIAN HERALD" FRESH AIR HOME.

"Mont Lawn."

CHILDREN'S HOSPITALS.

ORTHOPÆDIC HOSPITAL.

FRESH AIR HOME FOR CRIPPLED CHILDREN—SOUTHAMPTON.

CRIPPLED CHILDREN.

"Make Crippled Children Free and Independent."

CRIPPLED CHILDREN.

"Her Chance in Life."

SELF-SUPPORT.

East Side Free School for Crippled Children.

ASSOCIATION FOR THE BLIND.

THE INTERNATIONAL SUNSHINE BRANCH FOR THE BLIND.

THE DEAF.

Work of St. Joseph's Institute.

CRAIG COLONY FOR EPILEPTICS.

"TUBERCULOSIS PREVENTORIUM."

Farmingdale, N.J.

SOCIAL SETTLEMENTS

The Committee: Gaylord S. White, chairman; Howard Bradstreet, Miss Jane E. Hitchcock, Miss Ellen S. Marvin, Miss May Mathews, Henry Moskowitz, Louis H. Pink, Mrs. V. G. Simkhovitch, Miss Laura A. Steel, Miss Elizabeth Williams and Mrs. Florence Woolston, secretary.

Under the general direction of the Committee Mrs. Florence Woolston and Miss Maryal Knox have participated in the work as secretaries and investigators.

"What is a social settlement?" is a question that will probably be asked during this Exhibit by a few frank souls, who are not ashamed to own their ignorance. And there will be multitudes to volunteer an answer.

"A Settlement," some one will reply, "Why it's a house maintained in a poor district of the city where there are clubs and classes, playgrounds and entertainments, kindergartens and libraries and a host of other pleasant things. They help to keep the children off the streets and try to do them good."

But if you try to pin your informant down to more specific statements he will probably flounder a bit and then refer you to the annual report of his favorite "Settlement Charity." And there is some excuse for his state of mind.

To say, in a word, just what the Settlement seeks to do—to express its purpose concretely, is not an easy matter.

Does the Settlement seek to promote the welfare of children? Is it interested in obtaining better educational advantages? Does it wish to see more playgrounds opened, more recreation centers, more provision for sane, wholesome and thoroughly enjoyable recreation for all? Are matters of health, and sanitation, the Settlement's special interest? Yes, but these do not complete the catalogue.

In a sense, the Settlement has no "special interest." It is first of all a "neighbor" and nothing that affects the life of its neighborhood is foreign to it. It is this broad human interest that gives the Settlement at once so many contacts with the surrounding life and at the same time makes it so difficult to describe. And where the various specific aspects of child-life are represented, as in the Exhibit, each by its appropriate committee, it seems difficult, at first sight, to discover any field remaining for the Settlement Committee to exhibit. Homes, streets, education, recreation—these are all very real interests to the Settlements but they have their own committees.

What, then, does the exhibit of the Settlement Committee seek to portray? The question is best answered, if a concise answer is desired, by the single word "co-operation." For the Settlement is essentially a co-operator; and, in the present exhibit, emphasis is laid on the way in which, through co-operation, the Settlements have endeavored to meet the needs of children. Perhaps in no better way can we convey the purpose and function of the Settlement in its relation to the child than by saying that all that a wise, cultivated and devoted father and mother seek to do to give their children opportunities for the best development, physical, intellectual and moral, of which they are capable, precisely that the Settlement endeavors to do, through co-operative effort, for the children of its neighborhood. This is not to say that the Settlement wishes to stand *in loco parentis*; it simply means that where, through the heavy dis-

abilities of poverty and ignorance and thwarting conditions, the parents of the children in the tenements are unable to provide the best for their children, the Settlement finds an opportunity for helpful co-operation.

Coming now to the exhibit itself, it will be observed that the Committee has sought to express its purpose by organizing its material under three main divisions, each of which is indicated by a sign bearing an appropriate legend. It may be well to state parenthetically that the Committee has not attempted to present the work of individual Settlements, but rather to interpret the idea, or ideas, for which the Settlements, as a distinct expression of the social spirit of the age, have consistently endeavored to stand.*

As one enters the alcove containing the exhibit, on the right appears a sign which reads: "The Settlement initiates movements for the betterment of child-life"; but introductory to this division, and to the whole Exhibit, will be found a series of photographs showing the kind of conditions under which the Settlements in New York must do their work. These give in part the setting of the child problem as the Settlements see it. Then follow pictures and statements which indicate some of the things which Settlements have found themselves compelled to initiate, blazing the path of social progress. If co-operation is a first principle of Settlement policy, initiation is often a necessary expedient. And hence it has come about that several movements have been started, tested, and when their value was established, passed on to be extended and supported by the community as a whole. As the most notable example of Settlement initiation, the extensive district nursing work of the Henry Street Settlement is exhibited. Another undertaking which the Settlement had a large share in initiating in New York is the movement for playgrounds, and statements and pictures show the relation of the Settlements to this well-established, if still inadequate, work of the municipality. Concluding this division of the Exhibit is a screen which gives a summary of the enterprises for social welfare which the settlements have been instrumental in setting on foot.

This brings us to the second main division of the Exhibit which rightly occupies the center of the field. A sign announces that "The Settlement co-operates with existing organizations," and this fact is strikingly emphasized by a telephone switchboard which occupies one corner of the alcove. By a mechanical contrivance, the tiny lights, which glow here and there over the switchboard, indicate the connection which the Settlement is constantly making between the individual causes of human need and the appropriate sources of supply. Five screens which follow tell the story, by photographs and statements, of the Settlement as a co-operating agency in child welfare work. The way in which the Settlements place their facilities and their good-will at the disposal of organizations like the City History Club and the New York Kindergarten Association is shown. One screen is devoted to portraying the character of the Settlement's co-operation with the public schools and with the forces that are fighting tuberculosis. The manner in which the experience of Settlement residents and their knowledge of conditions are drawn upon is indicated by a list of the kinds of services which Settlement people have rendered through membership on committees and official commissions, and through lectures, studies and reports.

* Twenty-six Settlements in Manhattan and nine in Brooklyn have co-operated through a Committee of the Association of Neighborhood Workers in the present Exhibit.

How the Settlement teaches people to use the social resources of the city is illustrated by pictures of children who need the help which special hospitals or trade schools, or employment bureaus afford, but who would seldom make the necessary connections if it were not for the Settlement. The method of making the connections is made clear. But it is not only with organizations that the Settlement co-operates. More fundamental is its co-operation with its neighborhood. What such neighborhood co-operation means is significantly expressed, for instance, by a picture of a meeting of the House Council of Hudson Guild. Completing this phase of the exhibit is a screen which aims to show how the Settlement tries to supplement the shortcomings of the neighborhood. In a sense the Settlement worker is an opportunist, meeting now this need and now that as the situation requires. This flexibility of the Settlement, its capacity to take on a new activity and to give up or pass on to others an old one, as needs come and go, is as useful as it is characteristic. Here are pictures of cooking classes, carpentry classes, day nurseries and the like, maintained by Settlements because the neighborhood needs them and no other organization is at present supplying them adequately.

We come now to another mechanical device, occupying the other corner of the alcove, which vividly portrays the activities which have their home at a Settlement. As the hands of a clock move round the dial, figures appear at intervals to represent the various activities. For example, at 8:30 o'clock the kindergarten children come into view to begin their work, followed shortly by the trained nurse ready to start on her round of calls, and so on throughout the waking hours of the day.

The third and final division of the exhibit is indicated by a sign which calls attention to the fact that "The Settlement furnishes a social center for the neighborhood." Here are screens which show by photographs that the Settlements have something for every age, from Infant Feeding Stations for the little babies to Athletic Clubs for the babies' big brothers and fathers, and Women's Clubs for their mothers and grandmothers. The Festivals, organized and directed by the Settlements, are portrayed and finally there is a series of photographs showing typical Summer Homes and Camps which the Settlements maintain in the belief that a vacation in the country is not a luxury but should be regarded as an integral part of life.

The closing feature of the exhibit is intended to draw a moral. One map shows the location of the present Settlements and another indicates great sections of the city, especially in the rapidly developing regions of the Bronx, and Queens Borough, which are in need of such co-ordinating social force as the Settlement can supply. If the exhibit has shown that the Settlements have made a contribution of value to the children, the obvious moral is that new fields in the outlying boroughs must be possessed for the Settlement idea. In this way much needless waste can be prevented and constructive work can be accomplished through the development of needed social resources. This should be one phase of the Settlements' contribution to the welfare of the children of the future and so to the citizenship of coming days.

In conclusion the Committee on Settlements would express its grateful appreciation to many friends who have generously contributed their time and services to the preparation of the Exhibit. It is impossible to mention all to whom our thanks are due, but we desire to acknowledge here our indebtedness

to Mr. Albert Herter for the poster and to Mrs. Grace W. Stair for the illuminated statements.

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Social Settlements

EXHIBIT OF THE COMMITTEE ON SETTLEMENTS

Visiting Nurses.

Every sick child in a tenement in Manhattan or the Bronx may have a nurse by calling up Orchard 222.

Settlements and Playgrounds.

Work done by the East Side House, Greenpoint Settlement, Hudson Guild, Hartley House, Warren Goddard House, and Union Settlement, in getting parks and breathing spaces.

The Settlement as a Discoverer.

The Settlement finds a method of dealing with the social problem and the community uses this method on a large scale.

Settlements and Organizations.

The Settlements frequently place rooms at the disposal of various organizations.

Tuberculosis Exhibit in a Settlement.

Settlement workers are frequently called upon to aid in outside movements.

The Social Resources of the City.

The Settlements teach the people where to

find special lines of education, **medical** attention, work, etc.

Settlement Cooperation.

The Settlements cooperate with **many organizations**, but most of all with **the** people of their own neighborhoods.

Settlements as Supplements to a Neighborhood.

They supply the things which are **lacking** in their own districts. They **change their** activities to meet the changing **needs of** their neighborhoods.

Something for All Ages at the Settlements.

Settlements **Stimulate Neighborhood Spirit**. Their activities aid in promoting **neighborhood** festivals.

Settlements Make the Summer Vacation an Integral Part of Life.

The Brooklyn Settlements.

Each locality has its own problem.

Problems met by the Brooklyn Settlements.

MODELS SHOWING ACTIVITIES OF THE SETTLEMENTS.



CHURCHES, TEMPLES AND SUNDAY SCHOOLS

The Committee: John H. Finley, chairman; George Albert Coe, vice-chairman; John G. Agar, Henry M. Leipziger, George D. Pratt and Edward L. Thorndike.

Under the general direction of the Committee Mr. Frederick W. Ellis and Mr. William Alberti Whiting have participated in the work as secretaries and investigators.

Churches, Temples and Sunday schools stand next to the public schools in number of children and youth directly affected, in number of adult workers, and in annual expenditure. The magnitude of this work, however, is commonly obscured by failure to differentiate it from that on behalf of adults. Accordingly, one of the controlling aims of this section has been to effect such a differentiation. As far as the sectional committee can discover this is the first time that this has been attempted. No instance has been found of a religious society that discriminates in its reports between funds invested for the benefit of children and funds invested or spent for the benefit of adults.

Furthermore, few religious organizations keep such records as to show the number of persons of each age and sex reached. Even Sunday school records vary so much that adequate statistical exhibit is possible on only a few points. In repeated instances therefore it has been necessary to make estimates and approximations, or to study types, where the committee would gladly have made a rigorous statistical showing. Not the least impressive lesson from the exhibit is the need of better systems of accounts and records.

On the qualitative side, data are more accessible. The exhibit of kinds of service rendered to children by religious organizations is undoubtedly the most representative ever made, no fewer than thirty-six fairly distinct varieties of service being presented.

As the exhibit represents the whole city, officials of different faiths have been invited to furnish illustrations of the most progressive work being done within their communions. In order that a religious worker in any group may become acquainted with the most advanced methods employed in all groups, parallel activities of different faiths and different denominations appear side by side, in many cases on the same screen.

Conceiving the central function of religious organizations with respect to the young to be religious education, the committee of the section has given a large proportion of space to Sunday schools. The remarkable advance movement in Sunday schools for a decade or more—a movement limited to no one denomination or faith—is represented by specimens of work done by pupils in various grades, and by a brief presentation of standards, courses of study, and available material. Mere theorizing has been excluded. No standard is mentioned that has not actually been attained, or brought within reach, somewhere within the limits of the City of New York.

The section has three main divisions:

- I. General Conditions and Ideals in the Work of Religious Organizations for Children and Youth;
- II. Methods and Materials for Sunday Schools;
- III. Types of Work Other than that of Sunday Schools.

Churches, Temples and Sunday Schools

The first division presents general statistics of children, workers, and finance, together with comparisons and comments that call attention to the greatness of the problem, the strong and weak points in present practice, and advanced standards already achieved here and there in this city.

The second division presents a summary of equipment, materials, and pupils' work in Sunday schools of the modern type. Lack of space has necessitated condensation of material into a comparatively few samples which must represent ranges of fact varying more or less from what is actually on view. All that is presented however is typical rather than exceptional, and is a show of methods rather than a competition as to results. The specimens of hand-work of children in various schools should be viewed as illustrative of the principle of self-activity. A complete exhibit of modern courses of study for Sunday schools being out of the question, only specimens are shown, but their meaning resides also in the general movement that produced them. An item of peculiar interest is the display of forms for records and follow-up methods.

The third division grows out of the fact that many churches provide services, entertainments, study classes of many kinds, organized groups, and various sorts of help for the young largely or entirely separate from the Sunday school. There are various outside orders and associations with headquarters of their own but with many chapters or branches in churches. These "outpost" organizations are presented in the exhibit of Associations and Clubs, which should be studied in connection with this exhibit.

The impression made by the whole is likely to be this: That the ideal religious organization must provide, either in connection with the Sunday school or otherwise, group agencies adapted to the natural grouping of age and sex. Few instances have been found of religious organizations that maintain such continuous contact with the young. But a glance at the screens will reveal a surprisingly large variety of ways whereby the life interests of children may receive this religious recognition. Religious workers therefore should find here hints and suggestions not only as to what is desirable, but also as to what is practicable immediately.

Other screens synthesize much of what precedes them by showing samples of fairly complete church organization for work with children and youth. Here, again actual instances are used, not necessarily as examples for direct imitation (for conditions vary enormously) but as illustrations of a principle, and as suggestions for a possible direction of advance.

Comparatively few institutions duplicate the entire schedules of activities presented, but it is interesting to know that such schedules are carried out anywhere. How far they represent principles that are universal in their application is a question worth careful consideration.

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CATALOGUE OF THE EXHIBIT OF CHURCHES, TEMPLES AND SUNDAY SCHOOLS

The Church that Grasps the Problem of the City Must Concentrate on the Child.	atics would be equivalent to forty-one years of Sunday school instruction.
Home, school and church work together.	
The Problem.	The Hold on Its Pupils.
817,031 children six to seventeen years in New York. Only 294,000 actually attend Sunday school.	The difference between a Sunday school which loses its hold on its pupils before they are nineteen and one which keeps its hold upon them.
The Purse.	Wanted: A Department of Child Training in Every Church.
\$263 a year spent per child in the churches. Is this enough?	Need of a system of accounts that shows an actual investment and the effect upon these pupils.
Making the Most of the Teaching.	Sunday School Curriculum.
There are 1,687 Sunday schools and 35,834 teachers and officers.	Courses of Study.
All public school teachers are trained in the art of teaching.	Samples of curricula used by a number of institutions.
Shall Sunday school teachers be trained?	Plant Equipment.
A Short Weight Education.	Typical samples of the equipment of various Sunday schools.
Thirty minutes a week for religious instruction in Protestant churches. whereas, in the day schools the instruction in mathe-	

Churches, Temples and Sunday Schools

A Well Equipped Sunday School. Equipment.

Organization, teaching.

Special Religious Services.

Children's Mass in the Catholic Churches.

Half-hour religious exercises.

Week-day Bible schools, etc.

Special Activities for Sunday School Children.

Samples of wholesome recreation and interesting manual activities afforded by various churches.

Summer Schools Operated by Churches.

Typical sample of hot weather activities operated by a number of churches.

Industrial and Educational Work.

Sewing schools and trade classes at various churches.

Gymnasiums and Athletics for Boys and Girls.

This screen shows how churches and Sunday schools can provide for the need of exercises and play.

Summer Camps.

Samples of children's camps maintained by churches at a very slight expenditure.

Home Mission Work.

A plan for assisting mothers to raise their children and of giving religious instruction in the homes.

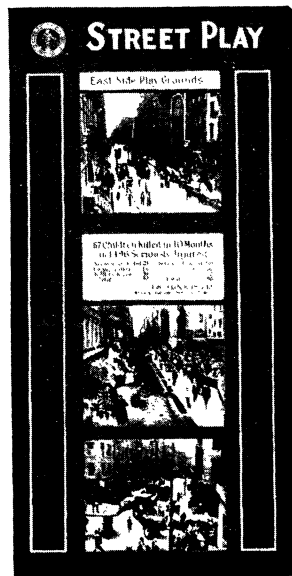
Children's Homes Operated by Churches.

Out-of-town summer homes maintained by different denominations for children.

Sample of Church Organizations.

General Conclusions Based on Data Obtained.

MODELS OF THREE TYPES OF SUNDAY SCHOOL WORK DONE BY SUNDAY SCHOOL PUPILS.



ASSOCIATIONS AND CLUBS

The Committee: William M. Kingsley, chairman; Miss Caroline B. Dow, I. E. Goldwasser, Frederic B. Pratt, Victor F. Ridder, Francis H. Tabor and Miss Alice R. White.

Under the general direction of the Committee William Chauncey Langdon and William Alberti Whiting have participated in the work as secretaries and investigators.

While the work of the institutions shown in the exhibit of the Committee on Associations and Clubs is similar in purpose and effect to that done in the institutional churches and the settlements, there is one distinction which the exhibit makes clear. Although much of the organized work for boys and girls influences two and sometimes three sides of the child's nature, the Associations and Clubs, as here classified, represent the development of all-around manhood and womanhood in their direct influence, for physical, social, educational and spiritual betterment.

The unsupervised Gangs with their makeshift meeting places (often a street corner or a back yard) represent a menace to the social life of our city. While these street "Clubs" are very crudely organized, they invariably recognize a leader, however often whims or prowess may transfer the title.

The unsupervised clubs of young men, shown in the second screen, occupy a far more important place in the list of degrading and criminal-breeding influences than seems to be generally realized. There is scarcely a neighborhood in the city that does not harbor at least one such club or association and many of them are strongly entrenched behind the kindly protection of a corner saloon, a pool parlor or a tobacco store. While these organizations have meeting places, they rarely have adequate equipment for the needs of their members, who must, therefore, resort to the questionable attractions provided by those who seek gain at the expense of character.

These two forms of organization represent the natural result of the gregarious instinct of the boys and girls. It is for the properly supervised and well equipped Associations and Clubs to provide all that the boys and girls seek and to offer it when they want it, where they want it and within their reach. While one cannot but regret that every neighborhood has not an adequate building with attractive features and successful methods for moulding character, the present provision made by the Associations and Clubs of New York City is such, that we may be proud and thankful for the important results being accomplished.

The machinery by which these sixty odd institutions bring about their results, while not of the same pattern, is all for the same purpose. They meet the young barbarian with opportunities for physical development and a chance for trials of physical skill and endurance. The demand for friendships, pleasures and an opportunity for organizations of mutual benefit is largely and in many cases fully met.

Many educational features not provided by the public schools are introduced in these organizations with great success. Numerous specific cases are on record where a simple class in whittling or rudimentary wood carving has in later years developed an expert mechanic, who, while yet a boy, discovered himself and thereby selected his vocation and applied his leisure as well as his study hours to the development of a successful career.

Associations and Clubs

It is a misfortune to our city that so small a proportion of the boys and girls come under the influence of organizations which have their deepest interests so clearly at heart and which can, through their methods and equipment, materially counteract so many of the fundamental causes of ignorance, vice and failure.

The associations which have headquarters and conduct their work through local branches are presented in this exhibit as "Outpost Associations." Of the hundreds of these organizations operating throughout the country, a comparatively small number are active in New York City.

Theirs is a broad field of usefulness and it is to be hoped that this exhibit may bring about a better understanding and a wider extension of their good work.

In summing up this section of the Exhibit, emphasis is thrown upon the place which Associations and Clubs take in relation to civic, social and religious problems. As a community force for aiding in the great problems of personal and civic righteousness, these organizations take responsibility at that most vital period in life—the age of adolescence. As powerful agencies for the protection as well as the education and guidance of the young, they may well be regarded as the bridges on which the boys and girls may safely go from the innocence of childhood over the dangerous gulf at the age of puberty. When we realize that the average cost to the state alone of bringing one boy to the age of twenty-one is probably \$1,000, how insignificant is the cost of new associations—an average of less than \$7 for each member handled. This represents the cost of building and maintaining the bridges, yet in spite of them vast sums are spent in New York for dragging boys and girls out of the ditch by the maintenance of the penal and reform institutions. That "one former is worth a thousand reformers," is but another expression of the old, trite "Prevention is better than cure," but we should emphasize the added truism that prevention is also infinitely cheaper. Shall we bar the avenues leading to the treacherous bank of adolescence? Shall we turn the tide of humanity, in its childish frailty, to the bridges—the organizations—planned and equipped to conduct them safely over the danger zone to the comparative safety of maturity? To do this effectively, there must be more and better bridges.

EXHIBIT ON CLUBS AND ASSOCIATIONS

A Home-made Boy is the Best Boy to Have.

But a boy is not a bad boy because he is full of animal spirits and mischief.

Boys cooped up must be given a chance to be normal.

The Gang.

A boy's gregarious instinct will lead him to join a gang unless something better is offered for him to do.

Club Buildings.

Various institutions where the boys' needs are met.

Clubs of All Bodies.

Scenes in institutions which look out for the physical welfare of the boy and provide a normal outlet for normal spirits.

Good Times.

Fun, recreation and amusement are the legitimate parts of a boy's life.

Education.

A club can teach a boy much that is valuable. The other sides of club life do not militate against this phase of work.

Religious Work.

Valuable religious work can be done in connection with the recreational, amusement and health features of these clubs.

How City Clubs Meet City Conditions.

These screens show the ways in which various clubs for boys adapt themselves to the peculiar need of the boys in their own districts.

MODEL OF AEROPLANES MADE BY BOYS' CLUBS.

LAWS AND ADMINISTRATION

The Committee: Professor Frank J. Goodnow, chairman; Judge Franklin C. Hoyt, George W. Kirchwey, John D. Lindsay, S. McC. Lindsay, Judge W. H. Olmsted and Judge Robert J. Wilkin.

Under the general direction of the Committee Miss Madeleine Z. Doty has participated in the work as secretary and investigator.

The Committee on Law and Administration had a vast field to cover: "The law and the child," "the court and the child," "the reformatory and the child." It chose as its starting point the court, which seemed the crux of the situation; for out of the Juvenile Court came the laws, and the enforcement which protects the child.

"A Children's Court." Is there any other institution in the country which is so pregnant with the portentous charges of the future? The State, in the person of the Judge, turned father toward all the children in the land, seeking to help and save! The brotherhood of man established between man and the child, clearly indicative of the future universal brotherhood of man to man!

A brief study of the New York Children's Court made it apparent that the only way to aid in the solution of that knotty problem was through a knowledge of the history of children's courts, the successes and the failures of other cities, the weeding out of good from bad. In this way the wisdom of the wise might be husbanded and offered to the earnest workers for the Juvenile Court in New York City.

A comparative study was made of such work in half a dozen of the leading cities, and the results set forth in exhibit form with the successes and the failures of each court plainly marked. The same method was followed in studying the courts of New York (Manhattan and The Bronx) and Brooklyn. Even then, however, the work was not complete, for New York needs the best and something more.

In Chicago and Boston many children are arrested and taken to Municipal Courts, because the distance covered by these cities is too great to permit bringing all children to one court. New York, with its congested population, has taken all its children to the one Juvenile Court, but at the disadvantage of handling 12,000 cases at one place in one year. This is three times as many cases as are handled by any other city, and means an allowance on an average of but five minutes to a case. Five minutes to fathom the heart of a child! Is it any wonder if our Court has often failed in the task? Denver, with its average of three cases per day, can spend from one to two hours on every child.

Yet it is not denied that every child arrested should be brought to a Juvenile Court, and not allowed to drift into the magistrate's courts. This problem had to be faced, and the Committee evolved the following plan:

Each and every child must be reached and studied. The way to do this is to district the city. It was proposed to divide New York into a given number of districts, each with a centre where an Associate Judge and Probation Officer could hear all the cases of juvenile delinquency of the District. The minor or trivial offenses which last year constituted two-thirds of the cases could thus be weeded out from the more serious, and dismissed or cared for in the District,

Laws and Administration

while the more difficult cases could be forwarded to the central Children's Court.

This Central Children's Court, it was hoped, might become the beginning of a Children's Civic Centre; that around the Court might be gathered other buildings, including a Detention Home, and a large play space—all devoted to the interests of the child and constituting a monument of the city's service to the child. In this Children's Civic Centre, it was hoped that the best features of all the other Children's Courts—a model Court, a model Detention Home, a perfect probation system and a children's Judge all in one place might be incorporated. This method of dealing with the situation is the only way to reach each and every child in a large city, and is the logical outcome of the trend of affairs to-day. The tendency everywhere is toward decentralization. For we are beginning to recognize that, while in the development of industries the best results are obtained through concentration, such a method does not work when applied to human beings. The Committee after showing what has been done elsewhere, has set forth this ideal plan in the Exhibit as an objective to be worked out in the future.

In addition to its scientific study, the committee has co-operated with the Judges of the Special Sessions, in putting through the appropriation for \$150,000 for the New Children's Court building which hung fire for a long time.

It has also actively co-operated with the architect who made the plans for the Children's Court, and suggested some material improvements. Through its appeals to the Chief Justice of the Court of Special Sessions, and in other ways, it was helpful in securing the assignment to the Children's Court of the most competent and experienced of the Special Sessions Judges and for an increased term of service. The Committee co-operated with others in an endeavor to secure probation officers for the Juvenile Court. At the present moment the Committee is in conference with the President of the Borough of Manhattan and other prominent persons to decide as to the best location for the New Children's Court.

It is hoped that every one who sees this Exhibit and is convinced of its reasonableness and wisdom, will lend his aid and by every means in his power help to bring about the contemplated changes. There is much still to be done. We need a new Detention Home, Children's Judges, a perfect probation System, an adequate system of records, a Children's Civic Centre, and the districting of the City. The time is ripe for changes. The City and the experts are with us. Will you not join the ranks?

EXHIBIT OF CHILDREN'S COURTS

Denver.

Children's Court in Criminal Courts Building; 833 cases; 150 children to a probation officer; amount spent per case, \$16.

Washington.

Total cases handled, 2,546. Method of assigning judges. Average spent per child who comes to court, \$10.50. Children under care of a single probation officer at a given time, 175.

Buffalo.

Showing use of a house in the outskirts of the city as a detention home and court, the advantages and disadvantages of the plan. Buffalo spends on an average of \$15 for every child who comes to court. Average number of children per paid probation officer, 60 to 75.

Boston.

Number of cases, 1,591. Method of assign-

Handbook of Child Welfare Exhibit

ing judges. No detention home. Amount spent per child who comes to court, \$7.50. Number of children per probation officer at a given time, 150.

St. Louis.

Children's Court in the basement of City Hall. 2,028 cases handled. Method of assignment of judges. Investigation of cases. St. Louis spends \$12 on each child who comes to court. Number of children to each probation officer at a given time, 100 to 170.

Philadelphia.

Detention Home and Court for preliminary trial. Children's Court in Court of Common Pleas; 50 children to a probation officer; average amount spent on each case, \$15.00.

Chicago.

The court, small court-room, detention home, the dormitory, physical examination, etc. Plan of keeping children busy. Girls at useful trades, 3,345 cases handled in the municipal courts. Method of assigning judges. The municipal courts. Chicago spends on an average \$39 for every child brought to the Children's Court. Average number of children per probation officer, 75 to 100.

Brooklyn.

4,176 cases. Organization of the court. Cost of detention home. Method of assignment of judges. Probation officers. Amount spent per child who comes to court, \$8.40.

New York City.

Method of handling children. The old dingy and unattractive court of to-day. The city has just appropriated \$150,000 for a new building. The number of cases handled, 11,494. Method of assigning judges and handling cases. Work of the Society for the Prevention of Cruelty to Children.

Summary.

Good and bad points of other systems as compared with that in New York.

The Best from Every City.

Combination of features from all cities suggesting certain lines of improvement.

Paid Probation—Probation Prevents Commitment.

How the probation system helps children and helps the court. Looking after sixty children on probation for one year would cost \$1,200—to care for them in institutions would cost \$8,100. Spread of the probation system. Thirty-nine states and District of Columbia had this system in operation in 1910. New York City needs fifty paid probation officers.

Volunteer Probation—Big Brother Movement.

Personal friendship for each boy. 1,846 boys brothered last year. 97% of the cases are proving successful.

Wanted—A Big Brother.

Society for the Prevention of Cruelty to Children.

Graphic presentation of the different phases of the work of this society.



CONFERENCES ON CHILD WELFARE

To be held in the 71st Regiment Armory at Fourth Avenue and 34th Street.

The Committee: Miss Lillian D. Wald, chairman; George Albert Coe, Robert Erskine Ely, Homer Folks, Mrs. Florence Kelley and Albert Shaw.

Miss Madeleine Z. Doty, secretary.

With the idea of utilizing the data of the Exhibit for definite civic or social action, the Committee has planned this series of conferences, dealing with education, recreation, health, religion, homes, child labor philanthropy, the law and the child, libraries and museums, and organizations.

The recommendations of the several conferences will be discussed and considered as a whole at the conference on Friday, February tenth. These recommendations it is believed may well become the basis for a fairly complete program of legislation dealing intelligently with the entire problem of the city child.

PROGRAM

Afternoon Meetings at 3 o'clock. Evening Meetings at 8 o'clock.

In the Theater unless otherwise specified.

Sunday Evening Meetings in the Court of the Armory.

This program is subject to changes.

CONFERENCE ON EDUCATION

THURSDAY, JANUARY 19

Afternoon.

CIVICS AND SELF-GOVERNMENT

Chairman, Hon. Richard Welling, Municipal Civil Service Commission.

"Self-Government": Mr. James A. O'Donnell, Principal Public School 43, Brooklyn.

"The Wider Use of the School Plant": Dr. Edward W. Stitt, District Superintendent, Department of Education.

Evening.

THE PUBLIC SCHOOL AND THE CHILD

Chairman, William H. Maxwell, LL.D., City Superintendent of Schools.

"Compulsory Education": Hon. John Martin, Board of Education.

"Next Step Forward in Education": Prof. Frank M. McMurtry, Teachers College, Columbia University.

Discussion by Principals and District Superintendents.

The Glee Club and Orchestra from the De Witt Clinton High School will provide four selections of music.

Handbook of Child Welfare Exhibit

FRIDAY, JANUARY 20

Afternoon.

SPECIAL SCHOOL PROBLEMS

Chairman, Mrs. Miriam Sutro Price, Chairman Executive Committee, Public Education Association.

"The Education of the Exceptional Child": Prof. Edward L. Thorndike, Ph.D., Teachers College, Columbia University.

"The Education of the Sub-Normal Child": Miss Elizabeth Farrell, Inspector of Ungraded Classes, Public Schools, New York.

"Open Air Schools": Mr. John Doty, Principal Public School No. 31, Manhattan.

Evening.

VOCATIONAL EDUCATION

Chairman, Dr. Thomas M. Balliet, Dean, School of Pedagogy, New York University.

Professor Herman Schneider, Dean, University of Cincinnati.

Professor Mary Schenck Woolman, Teachers College, Columbia University.

Instrumental music and singing by the girls from the Washington Irving High School.

SUNDAY, JANUARY 22

Evening.

THE RELIGIOUS LIFE OF THE CHILD

Chairman, Wm. Jay Schieffelin.

Speakers: Dr. Felix Adler, Ethical Culture Society, and Rev. Dr. George W. Knox, Union Theological Seminary.

Music by the Music School Settlement.

CONFERENCES ON RELIGIOUS EDUCATION

MONDAY, JANUARY 23

Afternoon. (The afternoon conference on this day will be at 4 P.M.)

CIVIC, CHURCH AND CLUB CO-OPERATION

Chairman, Mr. Frederic B. Pratt, Pratt Institute.

Professor George Albert Coe, D.D., Union Theological Seminary.

Mr. Edward M. Robinson, International Secretary Boy's Work, Young Men's Christian Association.

Evening.

STRONG AND WEAK POINTS IN NEW YORK CITY SUNDAY SCHOOLS

Chairman, James E. Russell, LL.D., Dean, Teachers College, Columbia University.

"The Lack of Information," on the Exhibit from a Protestant Standpoint: Professor George Albert Coe, D.D., Union Theological Seminary.

"The Exhibit from a Jewish Standpoint": Rev. Maurice H. Harris, Ph.D.

"From the Catholic Standpoint": Rev. Father Joseph T. Smith.

CONFERENCE ON HOMES

TUESDAY, JANUARY 24

HOUSING AND FURNISHING

Afternoon.

Chairman, Prof. Walter E. Clark, College of City of New York.

"Home Furnishings": Mr. Frederick S. Lamb, Municipal Art Society.

"Pictures in the Home": Mr. Lawrence Veiller, Secretary, National Housing Committee.

"The Hope for the Suburbs": Mr. Grosvenor Atterbury, Russell Sage Foundation.

Evening.

Chairman, Dr. Benjamin R. Andrews.

"City Housing," Dr. Elgin R. L. Gould, President, City and Suburban Homes Company.

"The Rights of the Child in Plans for City Housing," Mr. Benjamin C. Marsh, Secretary, Commission on Congestion of Population in New York.

WEDNESDAY, JANUARY 25

CLOTHING AND FEEDING THE FAMILY

Afternoon.

Chairman, Professor Helen Kinne, Teachers' College.

"How to Clothe the Family on a Small Income," Professor Mary Schenck Woolman, Teachers' College.

"Honest Clothing," Mr. Francis A. Adams, Textile Editor of the New York *Commercial*.

"How to Feed the Family on a Small Income," Mrs. Mary S. Rose, Ph.D., Teachers' College.

"How Can We Get Standard Weights and Measures," Mr. F. Reichman, New York State Surveyor of Weights and Measures.

"Cheaper Food Markets for New York," Mr. John C. Stewart.

Evening.

Chairman, Dr. Charles G. Kerley.

"Some Features of Nutrition During Growth," Professor Lafayette B. Mendel, Yale University.

"Pure Food for Children," Dr. Harvey W. Wiley, United States Department of Agriculture.

THURSDAY, JANUARY 26

HOME LIFE

Afternoon.

Chairman, Professor Patty S. Hill, Teachers' College.

"How to Bring Nature into City Homes," Miss Julia E. Rogers, Editorial Staff of *The Garden Magazine*.

"Demonstration with Children," by Miss Ellen Eddy Shaw, Editorial Staff of *The Garden Magazine*.

"Home Literature," Dr. Hamilton W. Mabie, Literary Editor of *The Outlook*.

"The Child and Periodical Literature," Mr. Percival Chubb, Ethical Culture School.

"Story Telling," Miss Anna C. Tyler, New York Public Library.

"Music in the Home," Mr. Peter W. Dykema, Ethical Culture School.

Evening.

Chairman, Professor Herbert G. Lord, Columbia University.

"The Education of Parents," Mrs. Anna Garlin Spencer, University of Wisconsin.

"A Better Crop of Boys and Girls," Professor William A. McKeever, Kansas State Agricultural College.

CONFERENCE ON RECREATION

FRIDAY, JANUARY 27

PUBLIC AMUSEMENTS

Evening.

Chairman, Mrs. Beatrice Forbes Robertson Hale.

"Dance Halls," Miss Elizabeth Williams, Head Resident, College Settlement.

"Moving Picture Shows," Mr. John Collier, Educational Secretary, National Board of Censorship of Motion Pictures.

SATURDAY, JANUARY 28

CLUB AND OUTDOOR WORK

Afternoon.

Chairman, Mr. John R. MacArthur.

"Club Work," Mr. Howard Bradstreet, Secretary, Parks and Playgrounds Association of the City of New York.

"The Scout Movement," Mr. Dan Beard, Committee on Organization, Boy Scouts of America.

"Camp Life," Mr. George M. Heathcote.

"The Use of Harriman Park and Ashokan Dam," Dr. E. Stagg Whitin.

PLAY SPACES AND THEIR SUPERVISION

Evening.

Chairman, John Purroy Mitchel, President, Board of Aldermen, New York.

Speakers: Mr. E. B. DeGroot, General Director, Field Houses and Playgrounds, Chicago, Ill.

Mr. Charles B. Stover, Commissioner of Parks, Boroughs of Manhattan and Richmond.

Mr. Arthur Farrell, President, American Music.

SUNDAY, JANUARY 29

THE SPIRIT OF YOUTH IN THE CITY STREETS

Evening

Chairman, Dr. Walter L. Hervey, Board of Education, New York.

Miss Jane Addams, Hull House, Chicago, Ill.

Music by the Music School Settlement.

CONFERENCE ON SETTLEMENTS

MONDAY, JANUARY 30

NEXT STEPS IN SETTLEMENT WORK

Afternoon.

Miss Jane Addams, Hull House, Chicago, Ill.

Mrs. Joseph Bowen, Hull House, Chicago, Ill.

Mr. Robert Woods, Head Worker, South End House, Boston, Mass.

Dr. John Elliott, Head Worker, Hudson Guild, Assistant Leader, Ethical Culture Society.

Discussions by Head Workers of the Settlement Houses.

CONFERENCE ON WORK AND WAGES

TUESDAY, JANUARY 31

Afternoon.

CHILD LABOR IN STREET TRADES AND TENEMENTS

Chairman, Mr. John Graham Brooks, President, National Consumers' League.

Speakers: Miss Mary Van Kleeck, Secretary, New York Committee on Women's Work, Russell Sage Foundation.

Mr. Zenas Potter, Field Agent, New York Child Labor Committee.

Mrs. Phoebe J. O'Connell, Alliance Employment Bureau.

Evening.

WEDNESDAY, FEBRUARY 1

Afternoon.

THE ECONOMIC FALLACY OF CHILD LABOR

Chairman, Mornay Williams.

Speakers:

Miss Pauline Goldmark, Director, Bureau of Social Research, Russell Sage Foundation.

Mr. A. J. McKelway, Secretary for the Southern States of the National Child Labor Committee.

Evening.

CHILD LABOR VERSUS CHILD WELFARE

Chairman, Dr. Samuel McCune Lindsay, Director, School of Philanthropy.

Speakers: Mrs. Florence Kelley, General Secretary, National Consumers' League.

Mr. James Gernon, Chief Mercantile Inspector, New York Department of Labor.

Mr. Frederick Trevor Hill.

CONFERENCE ON LIBRARIES AND MUSEUMS

THURSDAY, FEBRUARY 2

THE WORK WITH CHILDREN OF THE LIBRARIES AND MUSEUMS OF
GREATER NEW YORK

Afternoon.

Chairman, Mr. Henry W. Kent.

Speakers: Miss Anna B. Gallup, of the Children's Museum, Brooklyn.

Mrs. Agnes L. Roesler, of the American Museum of Natural History.

Miss Marion E. Fenton, of the Metropolitan Museum of Art.

Miss Mary W. Plummer, of the Pratt Institute Library School, Brooklyn.

Evening.

Chairman, Honorable John L. Cadwalader.

"Children and the Fine Arts Museums," Mr. Robert W. de Forest.

"Children and the Natural History Institutions," Professor Henry Fairfield Osborn.

Children and the Botanical Gardens," Dr. Nathaniel L. Britton.

"Children in the Libraries," Dr. John S. Billings.

Mr. Edwin H. Anderson will present Lantern Slide Illustrations of Library Work with Children.

CONFERENCE ON HEALTH

FRIDAY, FEBRUARY 3

SEX HYGIENE

Afternoon.

Chairman, Dr. Prince A. Morrow. Subject: "Social Diseases in their Relation to Child Welfare."

"Proper Teaching of the Sex Question to the Adolescent Child," Dr. Robert N. Wilson and Dr. Richard Cabot.

SANITATION AND PUBLIC HYGIENE

Evening.

Chairman, Dr. Ernst J. Lederle, Commissioner of Health.

"How New York Cares for the Health of Children," Dr. S. Josephine Baker, Department of Child Hygiene Board of Health.

"The Reduction of Infant Mortality," Dr. Ira S. Wile.

"The Problem of Health," Prof. C. E. A. Winslow, College of the City of New York.

SATURDAY, FEBRUARY 4

FOOD AND NUTRITION

Afternoon.

Chairman, Dr. Alfred S. Hess.

"The Milk Supply," Dr. Charles E. North.

"Proper Food and Hygiene for the Growing Child," speaker to be announced.

"Benefits of Cheap Candy," Dr. Woods Hutchinson.

Conferences.

THE CARE OF THE SICK CHILD

Evening.

Chairman, Dr. Henry D. Chapin.

"Care of Backward and Nervous Children," Dr. Joseph Collins.

"The Care of the Sick in their Homes," Miss Lillian D. Wald, Head Resident, Henry Street Settlement.

SUNDAY, FEBRUARY 5

THE LAW AND THE CHILD

Evening.

Chairman, Prof. Frank J. Goodnow, Columbia University.

Judge Ben B. Lindsey, Juvenile Court, Denver, Colo.

Music by People's Choral Union.

CONFERENCE ON THE LAW AND THE CHILD

MONDAY, FEBRUARY 6

CHILDREN'S COURTS

Afternoon.

Chairman, Professor Frank J. Goodnow, Law School, Columbia University.

Speakers: Mr. Bernard Flexner, Louisville, Ky.

Judge Harvey Baker, Children's Court, Boston, Mass.

Judge Ben B. Lindsey, Children's Court, Denver, Colo.

THE NEW YORK CHILDREN'S COURT

Evening.

Chairman, Professor George W. Kirchwey, School of Law, Columbia University.

Speakers: Chief Justice Isaac Franklin Russell, Court of Special Sessions, New York.

Judge Alfred R. Page, New York Supreme Court.

Judge Franklin C. Hoyt, Court of Special Sessions, New York.

Judge Robert J. Wilkin, Court of Special Sessions, New York.

TUESDAY, FEBRUARY 7

COURT EQUIPMENT

Afternoon.

Chairman, Judge Robert J. Wilkin.

"Detention Homes," Mr. H. P. Richardson, Superintendent, Philadelphia Detention Home.

"Big Brother Movement," Mr. Ernest K. Coulter, Clerk, Children's Court, New York.

PROBATION

Evening.

Chairman, Dr. S. McC. Lindsay, Director of School of Philanthropy.

Speakers: Mr. Homer Folks, Secretary, State Charities Aid Association.
Mr. A. W. Towne.

Miss Gertrude Grasse, Secretary of Brooklyn Juvenile Probation Association.

Handbook of Child Welfare Exhibit

WEDNESDAY, FEBRUARY 8

SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN

Afternoon.

Chairman, Mr. Elbridge T. Gerry.

Speakers to be announced.

REFORMATORY INSTITUTIONS

Evening.

Chairman, Mortimer L. Schiff, Kuhn, Loeb & Co.

"Cost, Construction and Operation," Mr. Hastings H. Hart, Director,

Child Helping Department, Russell Sage Foundation.

"Reform Schools for Girls," Mrs. Joseph Allen.

Discussions by superintendents of different institutions.

CONFERENCE ON PHILANTHROPY

THURSDAY, FEBRUARY 9

HOME RELIEF

Afternoon.

Chairman, Mr. Robert Fulton Cutting.

Subject presented by Mr. R. W. Hebbard.

Discussion by several of the directors and secretaries of charitable institutions.

Evening.

CARE OF DESTITUTE CHILDREN

(Program to be announced.)

FRIDAY, FEBRUARY 10

Afternoon and Evening.

DISCUSSIONS OF THE RESOLUTIONS DRAWN UP AT PREVIOUS CONFERENCES

CHILDREN'S FEDERAL BUREAU

SATURDAY, FEBRUARY 11

Afternoon and Evening.

MUSIC AND ENTERTAINMENTS

The Committee: Winthrop L. Rogers, chairman; C. Ward Crampton, Franklin H. Sargent, Miss Katherine Lord, Frank R. Rix, Miss Elizabeth Burchenal and Frank Damrosch.

Under the general direction of the Committee, Miss Madeleine Z. Doty has participated in the work as secretary and investigator.

The Committee on Music and Entertainment has arranged a programme to take place in the court each afternoon and evening. These entertainments, occupying from one-half to one hour in time, provide pleasing entertainment for the audience and seek to illustrate the work of various organizations that are dealing with children. They fall naturally into three groups—musical, athletic and dramatic.

The musical programme will be provided by the children of the public schools, by the People's Choral Union, by the Music School Settlement, and by private organizations. The athletic contests and exhibitions of folk dancing will be given by the public school children, and by the Young Men's Christian Association, the Young Men's Hebrew Association, and various clubs and associations. Pageants and pantomimes will be presented by children who are collected in the various settlements of the city and trained by the teachers of the Parks and Playgrounds Association. The orchestra of the Music School Settlement will demonstrate the sort of work which is being done in that institution.

The department of physical training of the Department of Education will illustrate its various kinds of work in three different exhibitions. The girls' day will show work from grades 1-B up to and including the High School. There will be presented plays and games, story gymnastics, folk dancing, formal class room work for correcting posture, motor education, hygienic results and athletic games. The girls will work in groups of 25 to 50 and the programme will occupy one and a half hours. The boys' day will illustrate the same phase of work with boys. On other days there will be half hour programmes illustrating the following points:—The organized recess, the girls' athletic meet, the boys' athletic meet, class athletics, a gymnastic lesson in the different grades.

The fairy pantomimes, which will be given by the settlement groups as they are trained by the Parks and Playgrounds Association, represent two important phases of work with children:—first, the work done in settlements in dancing, organized play and dramatics; second, the same work as carried on by the Parks and Playgrounds Association. During the winter, this work is conducted in the settlements and other convenient indoor places. During the summer, the same work is carried on in playgrounds and on recreation piers.

The entertainments provided by the Music and Entertainment Committee therefore seek to illustrate recreational work done for children by different public and private organizations, as well as the physical and musical side of public education. The plan followed by the committee has been to present no work specially prepared for this Exhibit, but simply well rehearsed sections of the work that is done throughout the year in these different organizations.

The ideal in view is to stimulate the city to provide increased educational

Handbook of Child Welfare Exhibit

and recreational opportunities. Such a programme means the care of bodies, minds and morals, in that it teaches children how to provide for themselves proper forms of exercise, and uplifting forms of pleasure.

PROGRAM OF ENTERTAINMENTS

4:00 P.M. to 4:45 P.M. Every Day—Entertainments in Court.

7:30 P.M. to 8:00 P.M. Every Day—Moving Pictures.

8:15 P.M. to 9:00 P.M. Every Day—Entertainments in Court.

(The following programs are subject to modification.)

The Athletic Exhibitions of Public School Pupils are given under the direction of Dr. C. Ward Crampton, Director of Physical Training.

The Singing of Public School Pupils is under the direction of Dr. Frank R. Rix, Director of Music.

WEDNESDAY, JANUARY 18

OPENING MEETING

8 P.M.

Mr. William M. Kingsley will preside.

Speakers: Mr. Robert W. de Forest, for the General Committee.

Mrs. J. Borden Harriman, for the Women's Committee.

Mr. George McAneny, President of the Borough of Manhattan, for the City of New York.

MUSICAL PROGRAM

Chorus of 1,000 voices for opening night, from School Districts 8 and 12.

1. Gloria from the Twelfth Mass. *Mozart*

(With suitable English words.)

2. Angel of Peace *Keller's Hymn*

3. Lost Chord *Sullivan*

4. Thou'rt Like a Beauteous Flower

(Du bist wie eine Blume) *Rubinstein*

(Arranged specially for three voice parts.)

5. Dixie. Followed by the Salute to the Flag, and one stanza of The Star Spangled Banner.

THURSDAY, JANUARY 19

(Opening Day.)

Afternoon.

Hebrew Orphan Asylum Band.

Evening.

Music School Settlement.

FRIDAY, JANUARY 20

3:30 P.M.

Girls from Public Schools Nos. 15, 36, 71, 188, 63, Manhattan, in Typical free-hand lesson; dumb-bell exercises; folk dances; free-hand exercises; organized recesses; wand exercises; two-minute drill; sailor's hornpipe.

Evening.

Twenty-third Street and West Side Young Men's Christian Associations—100 or more boys in drills, apparatus work and gymnastic games.

SATURDAY, JANUARY 21

Afternoon.

Children's Day. Moving Pictures.

Evening.

Institution for Deaf and Dumb. Band.

SUNDAY, JANUARY 22

Afternoon.

Moving Pictures.

Evening.

Music by the Music School Settlement.

MONDAY, JANUARY 23

Afternoon.

Public School No. 21. Band.

Evening.

Fairy Pantomime.

(In charge of Miss Madeleine L. Stevens.)

TUESDAY, JANUARY 24

3:30 P.M.

Boys from Public Schools Nos. 62, 64, 83, 141, Manhattan.

Two-minute drill; story gymnastics; organized recess; assembly drill; recess activities; a typical lesson in physical training; mimetic exercises; dancing.

Evening.

Moving Pictures.

WEDNESDAY, JANUARY 25

3:30 P.M.

Boys from Public School No. 62, Manhattan.

Introductory exercises; corrective exercises; Indian club exercises; dancing steps; games.

MUSICAL PROGRAM

Evening.

Chorus from the East Side—500 Voices.

THURSDAY, JANUARY 26

Afternoon.

Bedford Branch and Central Branch Young Men's Christian Associations of Brooklyn—100 boys in drills, apparatus work and gymnastic games.

Evening.

Boy Choir, Church of Our Lady of Loretto, Rev. Father William H. Walsh.

FRIDAY, JANUARY 27

Afternoon.

Moving Pictures.

Evening.

Music School Settlement

SATURDAY, JANUARY 28

Afternoon.

Harlem Branch and Washington Heights Branch, Manhattan, Young Men's Christian Association—100 boys in drills, apparatus work and gymnastic games.

Evening.

Moving Pictures.

SUNDAY, JANUARY 29

Evening.

Miss Jane Addams will speak.

Choral Union.

MONDAY, JANUARY 30

Afternoon.

Band of Deaf and Dumb Institute.

Evening.

Fairy Pantomime.

(In charge of Miss Stevens.)

TUESDAY, JANUARY 31

3:30 P.M.

Girls from Public School No. 15, Manhattan, in a program of informal physical training used in connection with regular grade work; folk dances; song play; mimetic exercises; games.

Evening.

Young Men's Hebrew Association—drills, apparatus work.

WEDNESDAY, FEBRUARY 1

Afternoon.

Boy Choir, Church of Our Lady of Loretto.

Evening.

Boys' Glee Club and Orchestra.

Girls' Glee Club and Orchestra.

CHORUS FROM THE BRONX

THURSDAY, FEBRUARY 2

Afternoon.

Moving Pictures.

Evening.

Music School Settlement.

FRIDAY, FEBRUARY 3

3:30 P.M.

Boys from the High School of Commerce—introductory; corrective and hygienic exercises; dance steps; athletic and mimetic exercises; games.

Evening.

Military drills by the United Boys' Brigades of America—two companies from Brooklyn.

Music and Entertainments

SATURDAY, FEBRUARY 4

Afternoon.

Children's Day. Moving Pictures.

SUNDAY, FEBRUARY 5

Evening.

Choral Union.

MONDAY, FEBRUARY 6

Afternoon.

East Side Branch Young Men's Christian Association of Manhattan and Prospect Branch of Brooklyn—100 boys in drills, apparatus work and gymnastic games.

Evening.

Glee Club Concert.

TUESDAY, FEBRUARY 7

3:30 P.M.

School for the Deaf.

Two-minute drill: formal physical training; dance; games.

Evening.

Boys' Club entertainment, features—to be arranged.

WEDNESDAY, FEBRUARY 8

Evening.

500 school children in chorus.

THURSDAY, FEBRUARY 9

Evening.

Eastern District and Greenpoint Branches Young Men's Christian Associations, Brooklyn—100 boys in drills, apparatus work, etc., etc.

FRIDAY, FEBRUARY 10

3:30 P.M.

Girls of Public School No. 101, Manhattan in Morris dance; Russian game; Swedish song plays.

SATURDAY, FEBRUARY 11

PLAY FESTIVAL

2:30 P.M.

Boys: General demonstration: class athletics; running dashes and field events; relay races; indoor baseball. Public Schools Athletic League.

Girls: Folk dances, ten groups. Girls' Branch of the Public Schools Athletic League.

BY WAY OF ACKNOWLEDGMENT

It is impossible to acknowledge fully the debt of the Child Welfare Exhibit to many friends for services rendered and for material assistance. This is true also of the many associations, clubs and settlements and other organizations which have rendered services, the value of which it would be difficult to estimate in a monetary way.

Among the many to whom our thanks are due may be mentioned:

The National Board of Censorship; Motion Picture Patents Co. and many allied manufacturers of motion picture material for freely giving their time, arranging pictures and making them.

The United Building Material Co. for supplying material and labor in erecting "Earth Bound."

The Mason and Hamlin Co. for their courtesy in supplying two pianos and a Liszt organ to be used in the festivals and musical entertainments.

Mr. John Wanamaker for the piano in the model living room and for sectional bookcases.

Messrs. Gimbel Bros. and the Milton Bradley Co. for toys

The Library Bureau for shelving, tables and chairs.

The Music Settlement for musical instruments.

The Bryson Library, Teachers' College, for the historical display of children's books.

The George Ethridge Co. for the skill of their Art Department in preparing screens and illustrative material.

Mr. Frank Presbrey for supplying the design for the poster.

The New York City Car Advertising Co. for car card space.

The Van Buren Company for space in which to display posters.

Messrs. Hammacher & Schlemmer, for work benches and tools.

Messrs. Ward & Gow for donating bill board space on the subway and "El" stations.

The Manhattan and Hudson Tunnel Co. for car card space in their cars.

The Blanchard Press for donating tickets for 600,000 school children.

The Fairbanks Scale Co. for the use of a model scale in the Milk Exhibit.

Mr. Louis Potter, the sculptor, for his work in erecting "Earth Bound."

Miss Mary Reed for the preparation of many drawings illustrative of child life.

Miss Rose O'Neil for the cartoons in the Law and Administration section.

The publishers for supplying books used in the several book exhibits.

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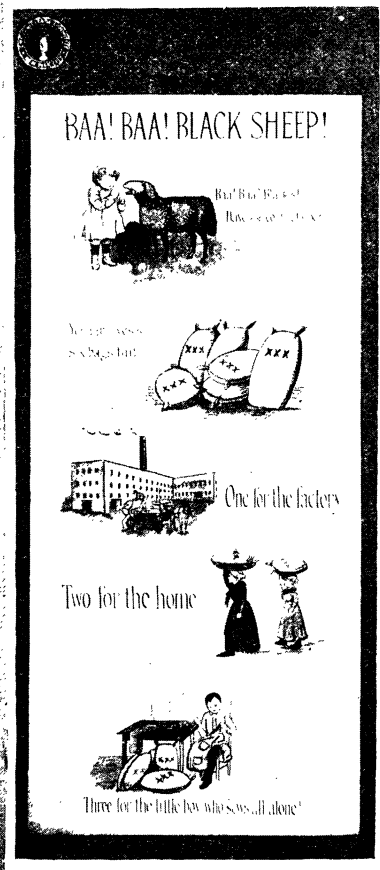
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